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June, 1946



The Adaptability of the
T Formation to High
School Play

Maurice H. Pairang

Let's Have More Six-Man
Football

C. J. O'Connor

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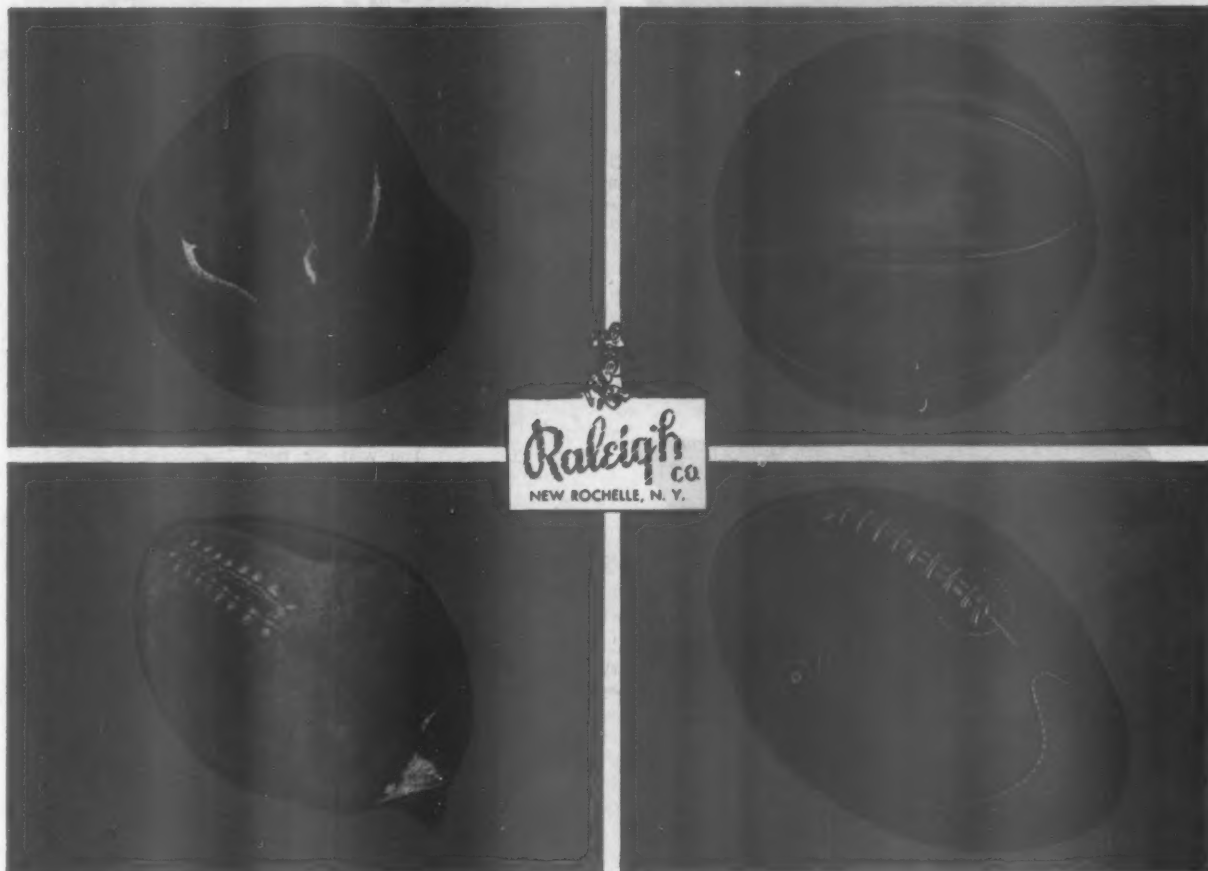
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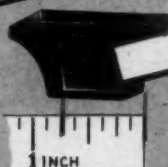
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A-14

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JOSEPH A. PIPAL, of Occidental College, after more than thirty-five years of coaching, will retire in June. From 1911 to 1916 Pipal was at Occidental. He then held the position as athletic director and football coach at Oregon State. In the first World War, Pipal was athletic director and track coach of the A. E. F. which participated in the Inter-Allied Games. In 1921 he returned to Occidental where he has remained since then. Compton College is honoring Pipal by making him referee of the Seventh Annual Track and Field Meet to be held June 7. . . . Roynor C. Greene, coach at Middletown, Ohio, High School for the past nine years, moves to Cornell University as basketball coach. "Speed" Wilson vacated the spot by moving up as assistant athletic director. While at Middletown, Green compiled the enviable record of 167 games won and 24 lost. . . . "Dewey" Graham of Deering High School, Portland, Maine, has deserted the coaching ranks and taken a position as manager of the Sub-Regional Veterans Office in Portland.

"B"O LAMAR has been a busy traveler for the past month, in showing his amazing "Grid Eye" equipment at various mid-Western spring football sessions. A good number of the institutions have ordered the equipment for their fall season, among them Purdue. June 1, at the Western Conference meeting in Urbana, discussion of the "Grid Eye" is listed on the agenda of Jim Masker and his football officials.

ALDEN J. (LEFTY) DANKS, head coach for thirteen years at Milton, Pennsylvania, High School, and John A. Hoch his line coach for five years, have accepted similar positions at Bloomsburg State Teachers College. Danks' teams won 91, lost 27, and tied 9 at Milton. . . . Coach Ernst Hartmann of Compton, California, High School will manage this year's state track meet. . . . The finals of the Texas basketball tournament were broadcast over a network of twenty-nine Texas radio stations

EV CASE, whose Frankfort, Indiana, teams won the state tournaments in 1936 and 1939, and whose Ottumwa Naval Air Station team won twenty-seven of twenty-nine games last year, has signed as basketball coach at North Carolina State College. He succeeds Leroy Jay. . . . Danny MacFayden, a pitcher for sixteen years with the Red Sox, Yankees, (Continued on page 56)



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Materials Needed: One-half length 3" Ace Bandage No. 8 (with Lastex*) for figure-of-8 wraps about ankle and foot. Four pieces of 1 1/2" adhesive tape.

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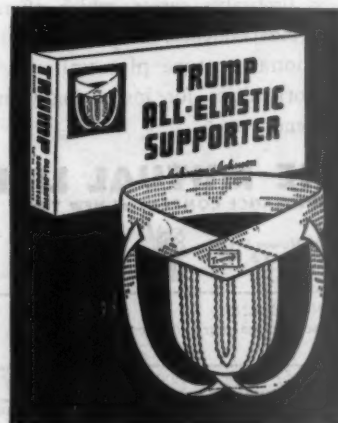
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The Adaptability of the T Formation to High School Play

By Maurice H. Palrang
Director of Athletics
Father Flanagan's Boys Home

IN DISCUSSING the adaptability of the T formation to high school play, it is my belief that the subject matter should be based upon that type of T formation that is considered as the "tops" in the field. If we, in high school, can successfully adapt the best in the T field, then we as coaches, and our boys as players, cannot help feeling that we are keeping in step with modern-day football.

There is no question that the seasonal success of the Chicago Bears and the 1940 success of the Stanford team, under Clark Shaughnessy, are the factors responsible for the wide-spread use of the T formation today.

As we all know, the Shaughnessy-Halas T formation employs the man-in-motion extensively. Many of the so-called T systems that have sprung up since 1940 do not make use of the man-in-motion and consequently have become styled as this school's T or that school's T, mainly as a distinguishing characteristic from the Chicago Bears' T.

The increased use of the T formation has, as is to be expected, added successful features to the T attack that were not in use in 1940, and as such, make this attack more dangerous than ever.

The term "T formation with man-in-motion" does not signify

The quarterback's right hand takes the ball and the left hand secures it. The right foot is placed far enough back from the center so that on the pivot there will be sufficient space for a pulling lineman to pass between the quarter and center without



A high center stance helps the quarterback assume a better position for receiving the ball and for pivoting afterwards. The grip is solid on the forward part of the ball. The ball is brought up hand in one continuous motion and the long axis of the ball is kept parallel to the ground.

that a player must be in motion on every play. It does imply, however, that the man-in-motion will be made use of in a great many plays; it does not preclude the non-use of the man-in-motion in a great many other plays.

Consequently, if we can adapt the T formation in our high school play with the use of the man-in-motion on some plays and without the man-in-motion on other plays, I believe we can justly feel that we are keeping in step with modern-day football.

out bumping. The right foot is the pivot foot. The quarter is in position to use a forward cross-over pivot to the right, a reverse pivot, swinging his body to the left or a counter pivot that begins by a half step straight back with the left foot.





As in all systems, the success of the running attack of the T formation will be a measure of our ability to run the end, off tackle, inside tackle with a trap, a quick-opening play, a power play, and reverse plays, both inside and outside the defensive weak-side end. Such plays are fundamental to the running attack in any system. If, in setting up a series of plays covering the above situation, we find that the operations call for maneuvers too difficult for high school boys to execute, then we will have to admit that the T is not for high schools. If we find, however, the basic plays can be handled by high school boys, we will have to concede that the T is not too intricate for high school use. I believe we will find that whatever difficulties arise are not attributable to the inability of our players to execute the fundamentals correctly, but rather to our own inability as coaches to teach the players the correct procedures.

In the basic end-run play shown in Diagram 1, the man-in-motion is positioned as a flanker outside the defensive end. He uses either a reverse-body or cross-body block if the end charges across. He uses a shoulder block, sliding into a cross-body block, if the end widens.

The right half starts fast with his right foot towards the defensive left end, swings wide so as to stay close to the ball-carrier and makes the defensive left half come to him.

The fullback starts fast with a cross-over step, deepens one to two yards and receives an underhand lateral from the quarter.

The quarter uses a reverse pivot, if right-handed, and throws an underhand lateral to the fullback.

The other assignments are regular.

In the basic off-tackle play shown in Diagram 2, the man-in-motion is positioned as a flanker as in Play 1. He fakes a block on the defensive end and continues downfield for the defensive left half.

The right half may position himself a little closer to the line of scrimmage than ordinarily. He starts fast with his right foot and passes in front of the pulling guard. He uses a shoulder or body block on the defensive fullback.

The fullback starts with a cross-over, body and head facing the side lines. At the end of the third step, he should be four and a half yards from the line of scrimmage, facing the side lines, and one-half yard outside of his right-end position. His fourth step is a cross-over with his right leg towards the hole. His body and head are now facing the hole as he receives the ball from the quarter. After going through the hole, he has the option of cutting either way.

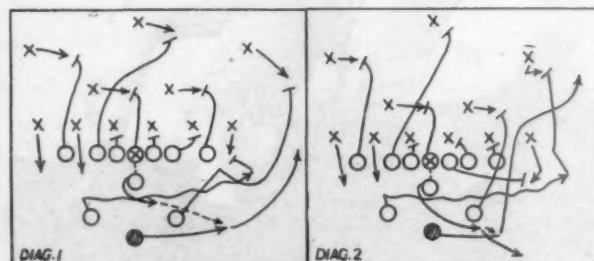
The quarter uses a reverse pivot, continues on the move and hands the ball to the fullback with his left hand just as the fullback crosses on his fourth step. The quarter continues behind the full and fakes a pass.

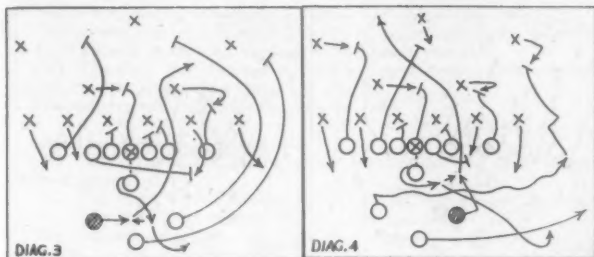
The right guard pulls fast and uses a driving right-shoulder block on the defensive end.

The other blocks are ordinary.

In the basic trap inside tackle shown in Diagram 3, no one is in motion or the right half may be in motion to the right. The right half and fullback start fast as in a wide end run.

The left half starts fast with his right foot as in a wide end run to the right. At the end of the third step he pushes behind the quarter, receives the ball from the quarter's right hand, continues through the hole, and cuts out if possible.





The quarter reverse-pivots, keeps on the move towards the fullback, fakes to the fullback with his left hand, and gives the ball to the left half with his right hand.

The left tackle traps the defensive left tackle with a driving right shoulder block.

The other assignments are regular.

In the basic quick-opening play shown in Diagram 4, the right half starts with a "jab" step (half step) with his right foot toward the defensive left end. His head and body face the defensive end. The second step with his left foot is toward the hole. He receives the ball from the quarter without looking at it, but has his eyes on the hole and line-backer. Note: The "jab" step is necessary for the cross block, for the pivot of the quarter, and if not to pull the line-backer, to at least hold him long enough to allow the right end to get position.

The quarter reverse-pivots, keeping on the move, hands the ball with his left hand, and continues back to fake to the fullback, and then fake a pass.

The accompanying pictures were posed in sequence with the hope of illustrating the ball-handling, pivots, steps, and fakes in the execution of the basic end run, off-tackle, quick-opening, and counter plays.

Series A—BASIC END RUN

(1.) The left half is in motion and set as a flanker outside of the defensive left end (not shown in the picture).

The fullback and right half are in the conventional Notre-Dame-type backfield stance. The fullback will cross over with his left leg as the first step. The right half will start with a lead step, right foot, stepping towards the defensive left end.

The quarterback is in position to use a reverse pivot, pivoting on his right foot.

(2.) The right half has taken a first step with his right foot toward the defensive left end. The full has taken a cross-over step with his left leg and has turned his body and head toward the side line.

The quarter has completed a one-half reverse pivot, pivoting off the ball of the right foot and is getting in position to lateral underhand.

The center has taken a first step into the secondary for a weak-side line-backer assignment against a 6-2-2-1 defense.

(3.) The right half is starting to swing around the defensive left end to obtain a blocking position on the defensive left half.

The fullback still has his body facing the side line, but has turned his head and hands toward the ball to receive the lateral.

The quarter has just thrown the lateral. After his first step, Illustration 2, he takes a quick step with his right and then left foot toward the fullback. The ball is released just as the left foot hits the ground. These two quick steps are really a skip with the right foot and a hop with the left foot.

Series B—BASIC OFF TACKLE.

(1.) Same as Illustration 1, Series A. (2.) Same as Illustration 2, Series A.

(3.) The right half is moving in the direction of the right hip of his own right end. The fullback has taken a second step with his head and body facing the side line. The quarter has taken a second step and keeps the ball close to his belt with both hands. The center has taken a second step into the secondary.

(4.) The right half is just starting to swing around his own right end. The full has completed his third step and is in position for a cross-over with his right leg. The quarter is starting to control the ball with his left hand for delivery to the fullback.

(5.) The right half is getting into position to block the line-backer. The fullback has completed his cross-over, has just received the ball and is now facing the hole. The quarter is continuing for a pass fake.

(6.) The right half is in blocking position. The fullback is starting through the hole. The quarter is faking a forward pass.



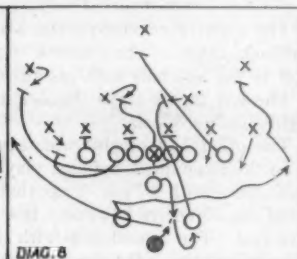
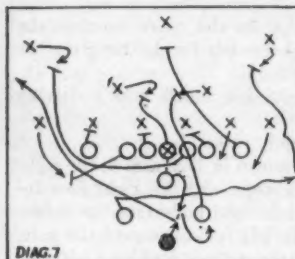
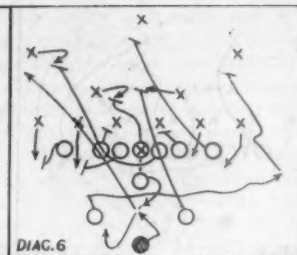
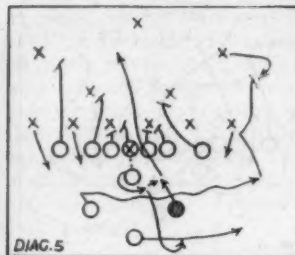
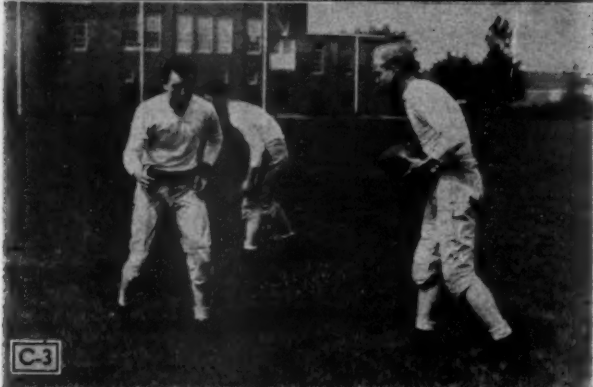
B-4



B-5



B-6



The right tackle and right guard, cross-block, the tackle first, starting with his left foot. Both use shoulder blocks, getting contact waist high and driving down and through.

The other assignments are regular.

In the basic power play, shown in Diagram 5, the left halfback is in motion, either way or not at all.

The right half starts fast with his left foot towards the hole.

The quarter first steps straight back with his right foot, hands the ball to the right half with his left hand, continues back to fake to the fullback and then fake a pass.

The left guard and center, the right guard and tackle double-team on the defensive guards.

The other assignments are ordinary.

In a basic reverse or counter play shown in Diagram 6, the left halfback is in motion to the right.

The right halfback's duties are the same as in the power play (Diagram 5).

The quarter steps straight back with his right foot, fakes his left hand to the right half, takes a second step with his right foot toward the fullback, hands the ball, and continues back to fake a pass.

The fullback takes a "jab" step with his right foot, fakes head and body towards the defensive left end, and pushes his right foot into the hole after receiving the ball from the quarter.

The left guard and left tackle cross-block. The right guard pulls and goes through the hole. The left end checks the defensive right end. Other assignments are regular.

In the basic counter play shown in Diagram 7, the assignments are the same as in the play shown in Diagram 6, except the left end and tackle cross-block.

In the basic counter play, shown in Diagram 8, the assignments are the same as those in Diagram 7, except the left tackle blocks the defensive right end in instead of out.

An examination of the foregoing basic plays would not lead us to believe that the fundamental theories of blocking have been

Series C—BASIC QUICK OPENING.

(1.) Same as Illustration 1, Series A.

(2.) Same as Illustration 2, Series A. The right half, starting with a lead step, right foot, is facing the defensive left end.

(3.) The right half has pushed off of his right foot and has taken a second step with his left leg toward the hole. He is starting his arm swing for the ball-receiving position.

The quarter has taken a second step with his right leg toward the right half. Holding the ball close to his belt with both hands, he is starting to take a left-hand control of the ball for delivery to the right half.

(4.) The right half receives the ball in his stomach. His right hand is starting to clamp. His left hand and elbow are drawn back so as not to interfere with the quarterback's delivery. His eyes are

on the line-backer. He neither *looks* at, nor *reaches* for, the ball.

The quarter lets his left hand go with the right half on the delivery. The fullback is starting his fake reception of the ball.

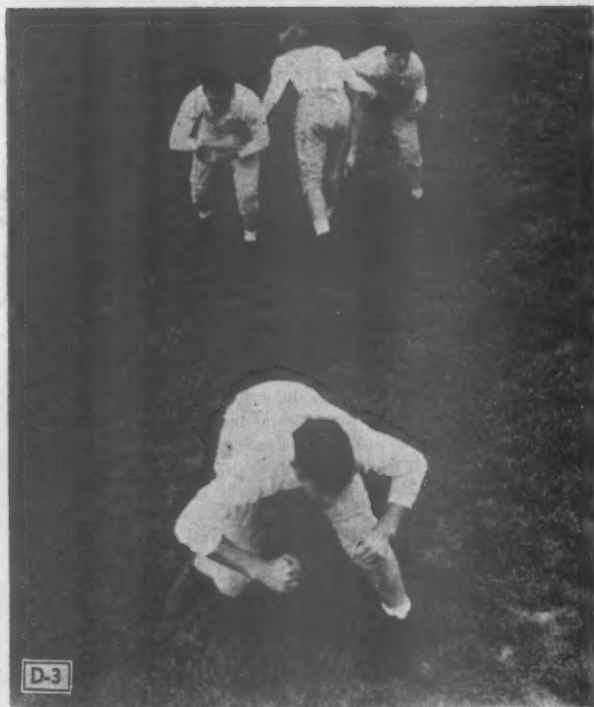
(5.) The right half has secured the ball with both hands and will cut to the left on passing the line-backers. The quarter and fullback complete the fake.

Series D—BASIC COUNTER.

(1.) The quarter has his right leg forward for the start of the counter pivot.

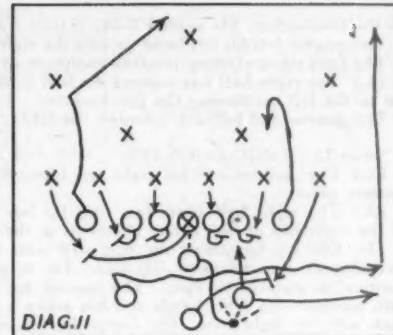
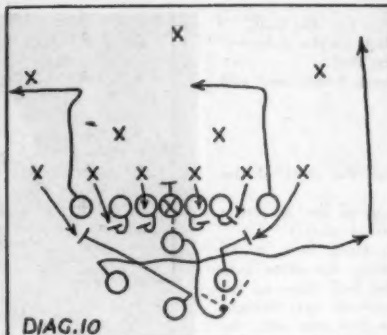
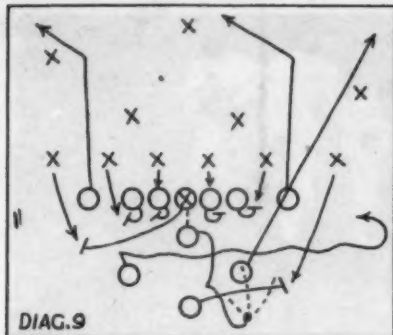
(2.) The right half starts fast with his left foot in the direction of the right hip of his center. (Same as in the power play.)

The fullback has taken the first step with his right foot in the direction of the defensive left end. He is getting his arms into position to receive the ball. The quarter has the ball close to his belt, secured with both hands and has taken a one-half step straight back with his right foot. The center has taken a first step into the secondary.



(3.) The right half has passed the quarter and received an empty left hand. The fullback has pushed off the ball of his right foot and taken a second step with his left leg toward the hole. The quarter has taken a second half step with his right leg in the direction of the fullback. He fakes an empty left hand to the right half-back and hands the ball to the fullback with his right hand. He is continuing for a pass fake. The center is continuing for a blocking position on the defensive line-backer.

(4.) The right half obtains a blocking position on the defensive weak-side line-backer. The fullback has control of the ball and is heading into the hole. The quarter is completing his pass fake. The center has blocking position on the defensive strong-side line-backer.



discarded in favor of procedures radical and less sound. The success of each of the eight plays depends upon good hard blocking and not on trickery as some would have us think. Shoulder blocks and body blocks are still the essential requisite. Due to the speed with which each play develops, however, there is an essential advantage gained by the use of such plays over the single-wing type of play because the T backfield maneuvers allow its linemen quick-blocking contact, and there is an enormous advantage because the block need not be held nearly as long as the same type play would call for in any other system. The added fact that more linemen are released for secondary blocking likewise adds to the flavor of the T.

Since there is nothing superhuman required of the T linemen in carrying out their assignments, nothing that we would not expect our linemen to execute in any system, we will have to examine the maneuvers of the backs for the final answer as to whether or not our high school boys can adapt the T running game to their usage.

In basic Play 1, the quarterback has what may be called a difficult assignment. He has to receive the ball from the center, pivot, take two steps in the direction of the moving fullback and toss an underhand lateral with the proper lead in the area between the fullback's knees and waist. Although such a maneuver may at first seem difficult, I doubt if anyone will deny it is possible or that a high school boy properly instructed would be unable to execute it satisfactorily with just a little practice. To complete the execution of the play, the two halfbacks must block and the fullback must catch the ball and run. Surely there is nothing that we do not expect our boys to be able to do every day of the season.

Basic Play 2 calls for timing and proper backfield maneuvers. Again the burden falls upon the quarter and fullback. The quarter, on receiving the ball, pivots, runs to a spot four and a half yards behind the line of scrimmage and about a half yard outside of his right end's position, and hands the ball with his left hand to his fullback who has just cut toward the hole. This is a maneuver that the two can work out to perfection with but ten to fifteen minutes of practice.

Basic Play 3 calls for no difficult maneuver. Practice soon gives the proper timing. The left half cuts behind the quarter as he receives the ball. The fullback, in front of the quarter receives an empty left hand.

Basic Play 4 is the T's "bread and butter." It is one of the T's simplest plays, yet it is perhaps the most difficult to stop. It demands proper execution, timing, and faking but no maneuver a high school boy cannot quickly master.

Basic Play 5 calls for no difficult assignment.

Basic Plays 6, 7, and 8 are alike in execution; the hole moves one man out in succession. These are the reverse or so-called counter plays of the T formation and are essential if we are to complete a basic cycle of plays, one play from the identical offensive formation for every defensive hole.

The quarterback, in faking the ball to the right half and in handing it to the fullback, takes two half steps in succession with his right foot. This is a matter of practice and not overly difficult for a high school boy to execute.

There is no maneuver in the foregoing plays that our high school boys cannot learn to execute satisfactorily in a comparatively short space of time, providing they are properly instructed.

With these running plays as a basis there is no end to the number or type of plays that may be developed; cross-bucks with or without the man-in-motion, fake hand-offs on a quick-opening play with off-tackle and end runs resulting; counter plays with the fullback faking and the half carrying the ball; and trap plays. In this regard our tendency is to add too many plays. Since the possibilities are unlimited, confusion rather than effectiveness results. At times we blame the T formation and our boys for the poor results, but it is actually our own fault.

It may well be stated here that, if there is any one outstanding feature of the T formation, it is found in its signal system. It is practically a "must" for the T's proper development. It is worth all the time and effort that may be spent in learning it. This signal system was developed by the writer to some extent in the September, 1944 issue of the *ATHLETIC JOURNAL*.

Adapting the T Passing Attack

Like any other system, the effectiveness of the T passing attack depends upon the ability of the passer to throw and upon the speed and elusiveness of the receivers. If we do not have a passer, we will not have a passing attack, regardless of the system.

Assuming we have a passer, let us examine three basic T pass patterns and decide whether the pass protection is too difficult for the linemen to learn, or the maneuvers of the receivers and passer are too difficult for our high school boys to master.

In the pass pattern shown in Diagram 9, the linemen have normal blocking assignments. Four receivers are out. The man-in-motion runs wide and remains in the wide flat after the snap of the ball. The fullback blocks the defensive left end. The quarter fakes to the fullback, drops back three and a half to four yards and passes to the right half or to the man-in-motion. The play of the defensive left half tells the quarterback whether to throw long passes to the right half or wide to the man-in-motion.

In the pass pattern, shown in Diagram 10, three men are out. The linemen have normal blocking assignments. The man-in-motion, turning downfield at the snap of the ball, has plenty of area to outmaneuver the defender. The ends go down twelve yards and cut sharply to the left. The quarterback fakes to the right halfback, drops back three to five yards, and passes either to the ends or to the man-in-motion.

In the pass pattern shown in Diagram 11, there are four receivers out. The linemen have normal assignments as in the pass pattern shown in Diagram 9. The right end goes down six yards and hooks to the outside or inside according to the position of the defensive line-backer. The man-in-motion goes downfield fast at the snap of the ball. The right half goes wide to the flat on the snap of the ball, or he may fake a quick-opening through the line. The left end fakes to go out and cuts deep toward the safety. The quarter fakes to the fullback (or to the

right half, if the play is a quick-opening play fake), and chooses his receiver according to the coverage of the defensive fullback.

The line-blocking assignments are no more difficult to perform than those that we ask of our boys in any other system. The pass patterns of the receivers are no more intricate than usual. The difference lies in the ability of the passer to receive the ball from the center, fake to the fullback or to the right half as he drops back, fade to the desired position, and throw.

There is nothing exceptionally difficult in these maneuvers although we must admit the assignment is "tougher" than that of the passers in the single wing.

It is to be expected that difficulties will arise in developing the passing attack, but none that cannot be overcome with practice. The one main difficulty will be in the timing of the pass. Usually it is thrown too late. It will take much longer to develop a smooth-passing attack from the T than it will take to develop a smooth-running game. Hard and definite work will "iron" this phase out.

In conclusion I would like to say that it is my opinion that there is no phase of the T formation too intricate for high school adaptation. It stands to reason that we are not going to become a dangerous T formation team overnight or within the space of one season. If we, as coaches, however, learn the fundamentals

MAURICE H. PALRANG, athletic director, head football, basketball, and baseball coach at Father Flanagan's Boys Town High School is highly rated as an outstanding authority on the T football system. Prior to coming to Boys Town, he was head football coach at Creighton University in Omaha, until that university suspended football activities for the duration of the war. Because of his recognized ability as teacher of the T, Coach Palrang has served as an instructor at the coaching schools held at Tulsa University in 1944 and 1945, Texas State High School Coaches Association School at Abilene, Texas, and at the Iowa State Athletic Association Coaches School at Storm Lake, Iowa.

of the T, teach these first and then add our variations slowly and soundly, there is no question that our high school boys will prove, in proportion, just as efficient in the execution of the T as any college team in the country.

In closing I would like to add that coaches such as Clark Shaughnessy, Jeff Cravath, Frank Leahy, Ray Elliot, Don Faurot, Bernie Masterson and others are doing a great job each summer in teaching the T formation in coaching schools. It is well worth our while, and an obligation to the boys whom we coach, to attend at least one of these sessions.

What Constitutes an Athletics-for-All Program

JUST what constitutes an Athletics-for-All program is a subject we have attempted to answer by a nationwide survey. A few schools from each state were asked to submit their programs.

Unfortunately space in this issue prevents the printing of as many programs as we would like to, but believing that concrete examples tell the story we are presenting the ones which we think to be the best programs for the size of the school.

New Hampton (N.H.) School for Boys (Enrollment 150)

New Hampton School sponsors many athletic teams, providing some activity for each boy in attendance. For the major sports of football, basketball, and baseball we have a varsity team, a junior varsity team and a reserve team. In the fall we also have a soccer team and a hiking or outing club. Every boy can take part in one of these activities.

In the winter term we have a junior varsity hockey team as well as a varsity team. We have a ski team and an outing club for those who wish to ski or snowshoe for pleasure only. For the spring season we maintain a large track squad, three baseball teams, a golf team, two tennis teams, and hiking for those who do not wish to compete. In the time between the end of the basketball season and before the boys can get outdoors an intra-

mural basketball program is carried out with every boy in the school taking part. During the summer term, all sports are carried on plus a softball tournament for the whole school.

Central High School **Charlotte, North Carolina** (Enrollment of Boys 554)

Our active competitive athletic program for this school year (1945-46) for boys was as follows:

Football—A and B squads, 89. Basketball—A and B squads, 42. Track—A squad only, 37. Baseball—A squad only, 29. Golf—3 teams, 15. Tennis—2 teams, 12. Rifery, 15. Wrestling, 29. Weightlifting, 31.

We had an average of 218 boys participating daily for four weeks in our spring sports program.

In intramurals, we had the following sports:

Touch football, 16 teams. Basketball, 28 teams. Softball, 9 teams. Boxing, Wrestling, Track.

This whole program was participated in by a total of 186 boys.

Albuquerque (N.M.) High School (Enrollment of Boys 1060)

FALL

Football squad of 120 boys divided into three squads. *Bulldog* or Varsity squad of 40 which plays other high schools in the state. *Bullpup* squad of 40 which

plays smaller high schools near Albuquerque. *Dukes* squad, composed of sophomores, plays city junior high teams and second teams of the three other non-public schools in the city. This team also has from 30-40 members. In 1946 we expect to play lacrosse with the United States Indian School in the city and soccer with the other non-public schools. Boxing starts in December. Will have meets with other high schools in the state and enter the state meet in the spring.

WINTER

Basketball has 4 squads of 20 boys each. Follows the same plan as outlined for football, except 2 squads of sophomores play also in a city league sponsored by the recreation department of the city schools. We have a noon league composed of 30 teams playing on three courts each school day.

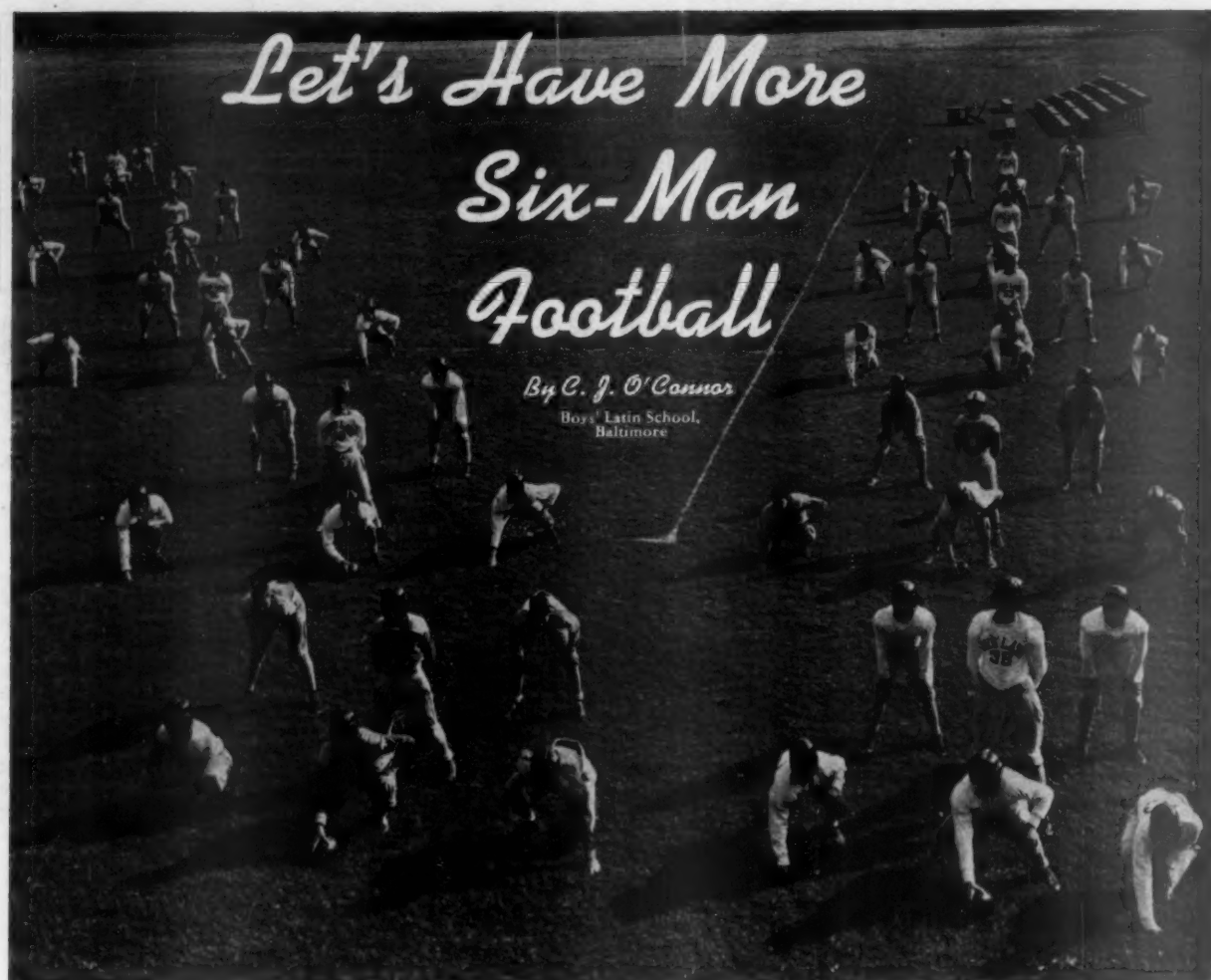
SPRING

Spring football for 30 days starting the middle of March with a squad of 50. Track with a squad of from 50-60. We compete in dual and triangular meets and enter the state meet. Baseball squad of 40 players, divided into two teams, plays from 10-15 games and enters the state meet. Golf squad of 15 plays in school tournaments and enters the state meet. Tennis squad of 10 plays with other high schools and enters the state meet.

All physical education classes work on a physical fitness test or pentathlon composed of push-ups, pull-ups, 300-yard shuttle run, jump reach, bar vault and the three boys with the highest marks compete in the state meet.

INTRAMURALS

One instructor is assigned to intramurals after school and the program continues all the school year. We have competition in touch football, basketball, volleyball, soccer, speedball, boxing, wrestling, handball, softball, track, horseshoes, swimming.



SCHOOL administrators interested in more sports for more boys should investigate the possibilities offered by six-man football.

Stephen Epler provided the means for all physically able boys to play football by originating six-man football.¹ It is real football made practical for the sports program where greater participation by more students is the goal. It is not a complicated game. It does not require highly specialized coaching for the different positions. One coach may teach the game and the fundamentals, and condition a large group of boys. If the schools fail to provide a football program, their students will play on the sand-lots without equipment, supervision and against unequal competition.

School men should consider the following opportunities for more boys to enjoy the experience of organized football competition.

The large schools that play eleven-man football should include six-man football in their programs. The boys not playing

varsity or junior varsity eleven-man football may be divided into homogeneous groups and play six-man football in intramural leagues. Six-man football is the only practical form of intramural football. Such a program has been found workable in large schools.

Mt. St. Joseph High School, the eleven-man varsity Baltimore Catholic school champion, is probably the first school in the country sponsoring eleven-man football, to put two varsity six-man football teams in league competition with varsity six-man teams from small schools. They play eleven-man football in the following classes: varsity, junior varsity, 140-pound, 110-pound, and 100-pound. This innovation by Athletic Director Brother Hilary, C.F.X., clearly indicates a new field for six-man football. Since Mt. St. Joseph conducts a well-balanced athletic program with strong teams in all sports, their use of six-man football to provide more football for more boys is worthy of attention. The six-man teams, Mt. St. Joseph Day and Mt. St. Joseph Resident teams, were formed after the eleven-man varsity and junior varsity squads had been selected.

St. Paul's School, the eleven-man varsity Baltimore private school champion, coached by the able Howard Myers, Jr., who will be the Johns Hopkins University football coach this fall, placed one varsity six-man football team in the Baltimore Six-Man Football League with the Mt. St. Joseph Day and Resident teams and with the varsity six-man teams from small schools. St. Paul's also sponsors junior varsity teams in both eleven-man and six-man football. These schools, leaders in the eleven-man varsity field, have used six-man football to give more boys organized football competition.

The large school playing eleven-man varsity and junior varsity, and conducting intramural six-man football might well consider putting a varsity six-man team in interscholastic competition since such a team would serve as a "top" for the intramural six-man program.

In small schools, such as Boys' Latin, where it is usually impossible to field enough boys equal in size, age, maturity and ability for one eleven-man team, six-man football extends the football program to more boys. At the same time, it pro-

¹ Read The Philosophy of Six-Man Football in Epler's book.



The Varsity team, the "top" team in the Boys' Latin School's football program for more boys.

vides a varsity team for the boys who have varsity football ability. By adopting six-man football, Boys' Latin has increased participation in football from 50 to 70 per cent, with a greatly improved safety record. More teams have been entered in competition by scheduling games for 105-pound, 120-pound, junior varsity and varsity teams, without increasing the coaching staff.

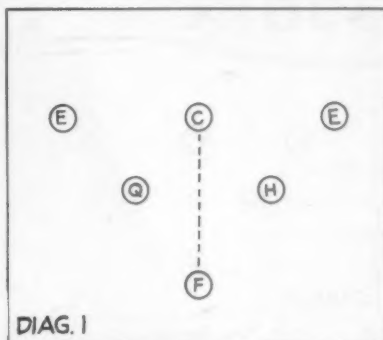
The school sponsoring six-man football provides the opportunity for the smaller boys to play without having to compete with larger and heavier boys. More boys are developed, and since most of the six-man football play is in the open and in full view of the spectators, the game encourages the boy to give his best efforts at all times. Most boys will block and tackle when they know their efforts are seen and appreciated. This incentive, combined with the opportunity to do more things, (block, tackle, run, catch, and pass the ball), develops a good all-around football player capable of playing the eleven-man game.

The expense and training of officials for games is always a factor in building any athletic program. The three years' experience of the Baltimore Six-Man Football League indicates that only two officials are needed in varsity games. One official may handle junior varsity or intramural games. Capable six-man officials may be developed in a short time because the National Federation, under H. V. Porter's leadership, has simplified the football code and has given a logical arrangement to the rules. The official six-man rule book is a National Federation publication.

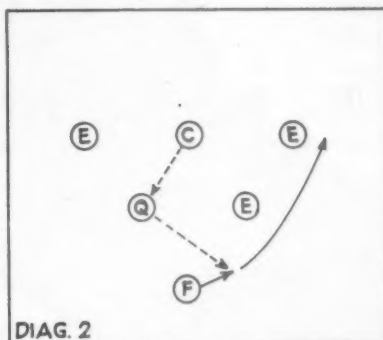
Six-man football is eleven-man football, played with fewer men—a center and two ends on the line, a quarter, a half and a full in the backfield. The game is played on a field 80 yards by 40 yards, while the eleven-man field is 100 yards by 53½ yards. Eleven-man equipment is used, except for shoes. Use of rubber-soled shoes eliminates injuries.

It would be a mistake to say that six-man is exactly like eleven-man, or that the offensive and defensive formations, the plays and strategy, are exactly alike.

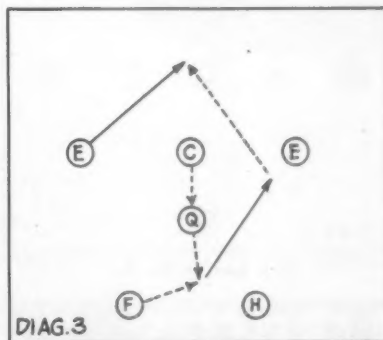
The six-man rules require that the back



The snap receiver (F) may not run across the line of scrimmage with the ball.



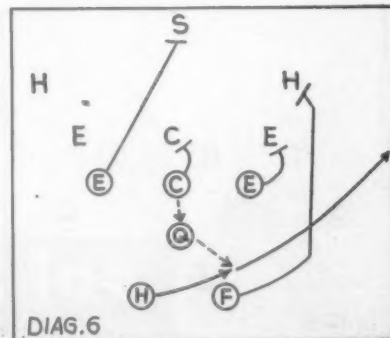
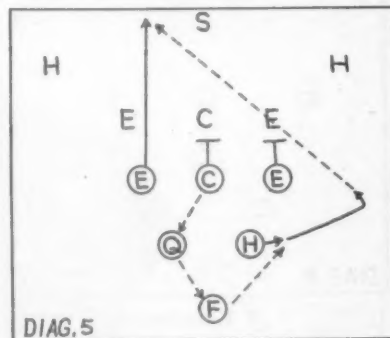
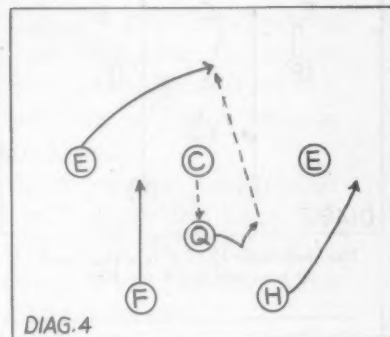
Clear pass by Q. F may run with the ball.



—snap receiver—who receives the ball from center must pass it to another player before the ball carrier may carry it across

C. J. O'CONNOR, athletic director and varsity coach at Boys' Latin School since 1931, was graduated from St. John's College. Boys' Latin adopted six-man football in 1943. This sport is now part of the Maryland Scholastic Association's sport program. The opportunity to play six-man football in the secondary schools will be welcomed by many boys in the state of Maryland who have hopes of playing football in college. Throughout Maryland, soccer has been the major fall sport and in comparatively few schools has football been sponsored.

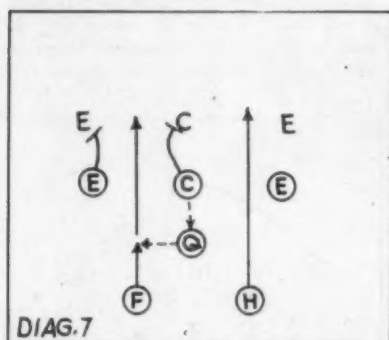
the line of scrimmage. The snap receiver may forward pass it, or kick it, but he must flip it to someone else if a running play which crosses the line of scrimmage is to follow. This is known as the clear pass. "A clear pass is one which starts and ends behind the line of scrimmage and



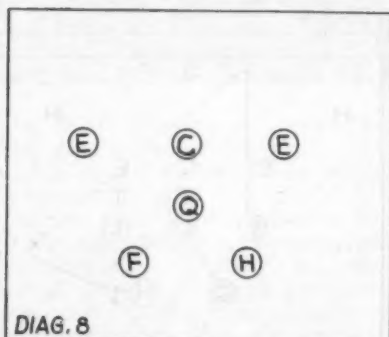
End run from T formation.

travels a clearly visible distance in flight after leaving the hand of the possessor of the snap, and which touches a player other than the passer."² In other words, there is no such thing as a quarterback sneak. All running plays require some ball handling in the backfield. This required clear pass makes for a faster, more open type of game, and it reduces injuries by tending to prevent the concentration of players at a single point. The rule does have its effect on pass strategy. If the original receiver of the ball starts around end, the defense knows that he is not going to run with it because the rules forbid it, as shown in Diagram 1. All he can do is pass or kick. If a pass is to have any deception,

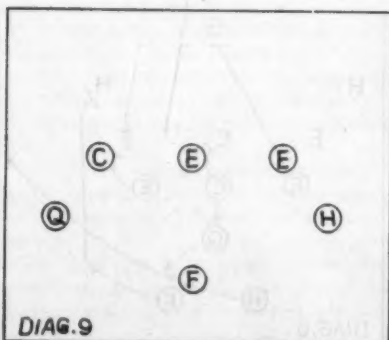
² Official Six-Man Football Rules—Rule 2, Section 18, Article 5, Page 18.



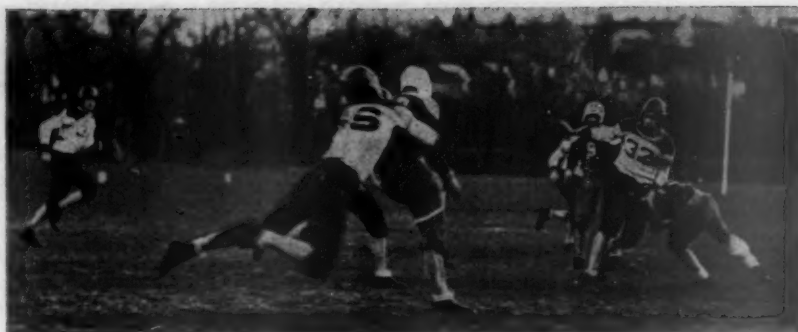
The pass from Q to F is a clear pass.
Q may not hand the ball.



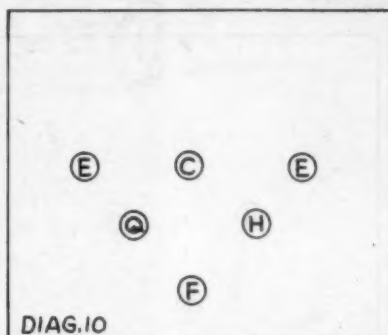
T Formation.



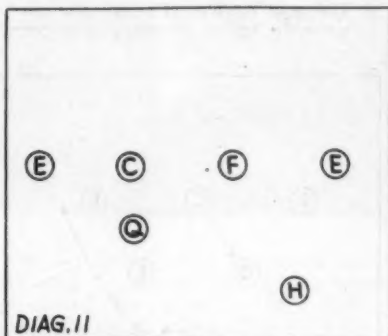
Single Wing (unbalanced line).



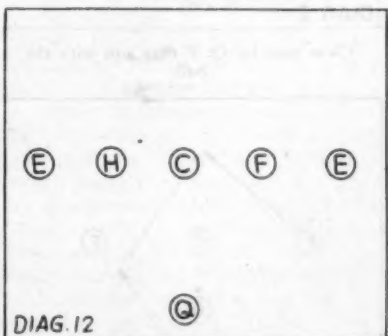
From a Baltimore six-man football league game, 1945.



Punt Formation



Four men on the line.



Five men on the line.

it must be made by the second back who receives the ball, since this back may either run or pass, as shown in Diagram 2.

The clear pass does not have to be a backward pass. For example: if F in Diagram 1, after receiving the ball from

the center, tossed a short forward pass to H, behind the line of scrimmage, it would be a clear pass and H would be able to run the ball across the line of scrimmage.

A forward pass which is incomplete behind the line of scrimmage may be recovered and advanced by any player, provided it is not a violation of the rule which requires that a clear pass must occur before Team A, the offensive team, may carry the ball across the line of scrimmage. Any forward pass which is incomplete behind the line of scrimmage, is treated the same as a backward pass.

Passes are more of a threat in six-man because the rules permit a pass to be made from anywhere behind the line of scrimmage. A back may plunge toward the hole between end and center, stop just short of the line of scrimmage, and throw a pass, as shown in Diagram 3. This may be a two-handed basketball pass. This play is one of the thrillers of professional football, and it is used just as effectively in six-man.

The quick pass is an important part of the offensive strategy in six-man. A quick pass is necessary to keep the defensive center from charging across the line of scrimmage on every play and stopping the running attack. Without the constant threat of a quick pass, the offensive center has a difficult blocking assignment in handling the defensive center. (See R. O. Duncan's book on Six-Man Football for a complete development of the quick pass.) The quick pass is thrown as quickly as possible. The quarterback should straighten up after receiving the ball from center, and throw the pass immediately. The left end may cut across behind the defensive center, as shown in Diagram 4.

The six-man rules make possible certain types of double forward passes which do not cross the line of scrimmage. This is not permitted under the collegiate eleven-man rules. In six-man there can be any number of forward passes which start and end behind the line of scrimmage. An example of the double forward pass is shown in Diagram 5.

The quarterback receives the center's pass and relays the ball to the fullback. The fullback tosses a forward pass to the halfback who runs with the ball to the

(Continued on page 46)

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Publisher

Living War Memorials Get Under Way

EVANSTON, ILLINOIS, sent a ballot to each family in the town of 65,000 asking for a vote on what type of memorial should be built to honor its war dead. The ballot called for a choice between the symbolic type memorial and the living memorial. In spite of the fact that the town's commission had drawn up attractive displays favoring an obelisk, the vote was an overwhelming two-to-one for the living type. The ballot also contained a special designation for Gold Star families and the results in those families was the same as the general ballot.

What is true in Evanston is undoubtedly true nation-wide as the Commission for Living War Memorials reports that they have received over six thousand inquiries for material on living war memorials. What small national opposition has been encountered from the plan arises from those with personal axes to grind.

Even if only half of the six thousand inquiries to the Commission materialize, that means three thousand communities will have recreational facilities or vastly improved ones. We believe that a country physically fit, and mentally alert is a heritage which we must provide for our children.

Those who condemn the living war memorial are of the same ilk that find fault with the American way of life. Actually the American way of life is the opportunity to improve the lot of the future generations. The men who fought and died did so because they wanted to see America continue as it has. The above condemnation is not aimed at the honestly sincere people who would rather see an obelisk than a swimming pool, but at the few who cannot see the long-range benefits to their businesses, and above all else who do not want a physically-fit America.

As Advertised

A REPUTABLE magazine carries advertising of only reputable concerns. In other words, you may judge the reliability of a magazine by the quality of its advertisers and so may you judge a concern by the media it uses to advertise its products.

The most important asset that any publication has is its reliability. Its articles and authors must be authentic and worth while. So likewise must be the advertising that it carries. Failure of any of the above, and the publication ceases to exist.

Naturally, tobacco and alcoholic beverage advertising has no place in a magazine devoted to the health and physical being of the youth of the country. Advertising of unreliable products do not belong in the columns of a magazine which stresses extensive athletic programs on small budgets. In the past the ATHLETIC JOURNAL has turned down lucrative accounts, because it was felt the product was not up to the standards required for the athletic programs of our youth.

The leaders in the field of sporting goods manufacturers have placed more advertising in our pages than in all other coaching magazines combined. It is gratifying to know that the ATHLETIC JOURNAL has more subscribers than all other coaching magazines combined. This fact, we believe, is due to a concentrated effort to build reliability. When buying merchandise ask yourself, "Are these products advertised in the ATHLETIC JOURNAL"? If the answer is yes, rest assured that the products are dependable and as represented therein. Learn to look for products which state, "These products are advertised in the ATHLETIC JOURNAL."

Our Authors

IN MARCH, 1921, the ATHLETIC JOURNAL was founded for the purpose of providing a medium through which coaches may exchange ideas.

We have followed that plan for the past twenty-five years and will continue to do so. Our articles are of two types, those that are submitted, and those that are requested because of inquiries for material of that type.

We are happy to receive articles from our readers and the suitability of these articles is judged solely on their advantage to other coaches. Because the JOURNAL is a technical magazine most of the material is of a technical nature.

We ask that our authors submit their articles three months in advance of the beginning of the sport season in question. It is also requested that the material be typewritten and double spaced. Included with the article should be an athletic history of the author and as many pictures and diagrams as are necessary to illustrate the points discussed.

Because of the stringent copyright rules, it is necessary that all manuscripts submitted to the ATHLETIC JOURNAL carry the statement, "This article has not appeared in, nor has been submitted to, any other publication."

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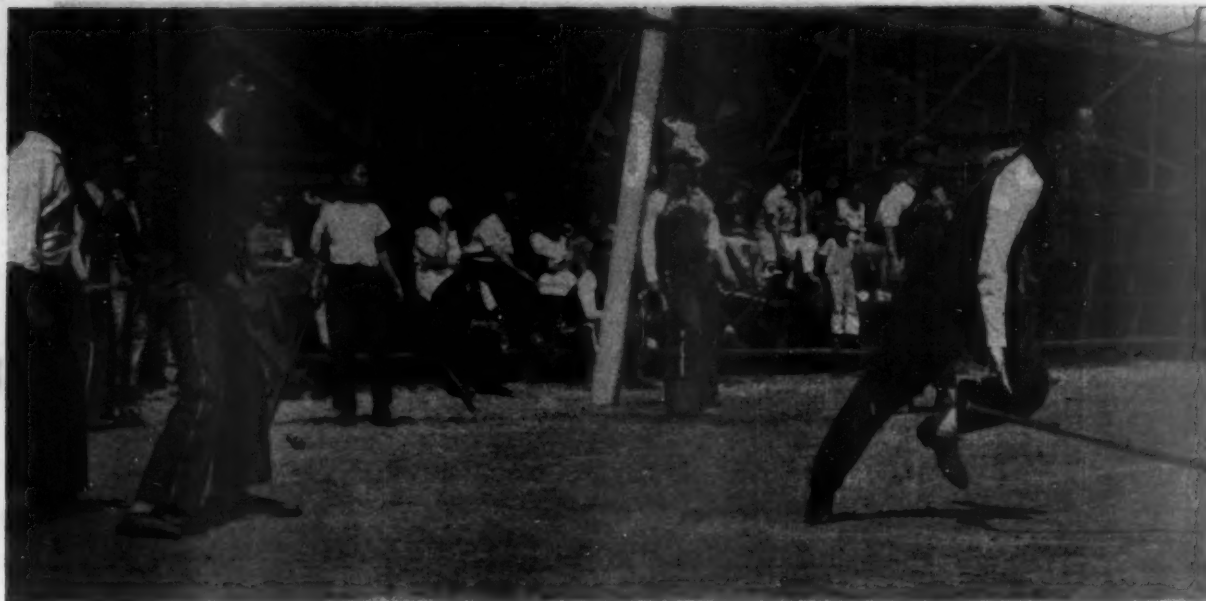


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Industrial Sports and Recreation

By F. L. Heltman

Supervisor Recreation and Employee Service
The Cleveland Graphite Bronze Company

F. L. HELTMAN, supervisor of recreation at the Cleveland Graphite Bronze Company since 1942 was previously engaged in sales promotion work. Commenting on the *Athletic Journal* editorial in May, suggesting that America's coaches can well fill the bill of heading up recreation activities in industrial plants, Mr. Heltman calls our attention to a survey, made in 1940 by Diehl and Eastwood of Purdue, which showed that men and women trained in physical education and in the field of personnel constituted the greatest percentage of those engaged in industrial recreation leadership.

INDUSTRIAL recreation is nothing new to the employees of The Cleveland Graphite Bronze Company. The well-rounded program in operation today got its start twenty-one years ago when the company had only 100 employees on the payroll. Today there are 4400, and the recreation program has expanded in ratio to employment, becoming an influence not only in industrial circles but in the community as well.

In April, 1925, there were eight men's bowling teams. They were, however, interested in "going places." In that month, at a bowling banquet, a motion was made to organize a club which would embrace a wider variety of activities, and thus came into being the Cleveland Graphite Bronze Athletic Club.

Management offered its immediate and enthusiastic support, which has remained constant ever since. It agreed to duplicate dollar for dollar, the membership dues paid in by employees.

Membership is open to all male employees. The dues are twenty-five cents per month, deducted semi-annually from the payroll. When this amount has been collected, the Company matches it. Special fees are assessed for certain activities, which will be explained. In order for any

male employee to participate in activities sponsored by this club, he must become a member. Today the membership stands at 1500, and the majority participate in some phase of the program.

For most of the activities the club provides such equipment as balls, bats, masks, bases, and related items, but does not provide uniforms. On the plant

premises, two ball diamonds are provided, five horseshoe courts, and additional play area as well. Additionally, we lease gymnasium facilities. Anglers buy their own

Volley ball in the gymnasium program.



The Clock

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HILLERICH & BRADSBY CO.
MADE IN U.S.A. KY.
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... ACROSS THE NATION
the "Bat of the Champ"
is making headline news
for the heavy sluggers of
every team in every
league, amateur and
professional.

LOUISVILLE SLUGGER BATS

The 1946 editions of the Famous Slugger Yearbook and the H & B Official Softball Rules are about ready for distribution. Free copies will be supplied to your team members. Simply state how many of each you require, addressing, Department AJ.

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Teeing off at the golf tournament.

equipment, and so do the golfers, hunters, skeet and trap fans, and followers of other sports wherein the equipment is more personalized.

Since employees are not automatically vested with membership in our various clubs, but must pay dues to belong, the question naturally arises as to what percentage of the employees participate in the various club programs. As already noted, our payroll totals about 4400. Our athletic club membership is 1500. In addition we have the Cleveland Graphite Bronze Girls' Club with about 800 members. It is evident then, that more than fifty-two per cent of all employees are club members. This percentage will be larger, as more of our veterans return to work, for most of them were club members.

It has been our experience that almost

any popular sport has a place in the industrial recreation program, if its attractions are properly presented, and facilities for it exist or are created.

As is true in most industrial recreation programs, we find bowling to be the most popular activity. Softball is in second place. However, we have scores of anglers and hunters among our personnel, and they have their own extremely popular organization known as the Waltonians. But more about them later.

In order to visualize the extent of the program here at Cleveland Graphite, the following is presented:

During the summer of 1945, we had sixteen men's inter-department softball teams playing a full schedule. The winning team is awarded either a cash prize or individual medals, and is given a banquet at the end of the season.

Three golf tournaments were also held during the summer of 1945, for more than 100 golfers. Each golfer, of course, provides his own equipment and pays a modest greens fee. The athletic club provides prizes, soft drinks, chips, pretzels, and sandwiches at the tournaments.

We have an able chess team too, which plays in the Cleveland Industrial Chess League. A dinner is tendered the team in recognition of representing the club and the company.

I have remarked that our present program grew out of eight men's bowling teams. Now we have seventy-four men's teams, comprised of five leagues. Prior to V-J Day, when we first organized for the current season, we had eighty-six men's teams, and our all-time high for men was during the 1944-45 season when we had 112 teams. At that time, we also had 104 girls' teams, but our employment was then about 2200 more than at present.

Our bowling season lasts for thirty weeks. Each bowler pays each week the cost of bowling, plus thirty-five cents toward the prize fund. The company again duplicates what the members pay in prize money. Prizes are awarded at the end of the season for team standings, team high single and high three games, and for individual high single and high three games. All bowling leagues are operated on a handicap basis, thus affording all bowlers the chance to participate equitably according to skill.

Each bowling league has its own secretary, elected by the members, and the secretary is paid five dollars per team per season out of the prize money.

During the summer season, many employees play horseshoes at lunch hour periods, and lights were installed at the courts for the second-shift employees.

(Continued on page 54)

Men's interdepartment basketball game in the gymnasium program.





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GoldSmith*

FOOTBALL EQUIPMENT

MACGREGOR GOLDSMITH INC.,
CINCINNATI 14, OHIO, U. S. A.

Early Conditioning for Football

By Fred L. O'Keefe -

Football Coach, Schurz High School, Chicago

FRED L. O'KEEFE, holds a master's degree from Northwestern University. Prior to taking over the football coaching job at Schurz High School, Chicago, five years ago, where he has met with phenomenal success in games won, he served as an instructor in Evanston and Chicago playgrounds.

PHYSICAL conditioning wins more football games than any other single factor. . . . One of the greatest football teams in the history of Princeton, if not the greatest, rose to the supreme heights of glory, not so much on superior individual ability but because of superb physical condition maintained throughout the season. . . . Only one man on the squad of that great 1925 team was hampered by injuries.¹

So wrote William W. (Bill) Roper, former coach of Princeton University football teams, in his book, *Football, Today and Tomorrow*. Writing on some specific aspects of conditioning problems, this famous coach said, "It is a stark impossibility to develop any football squad to the high degree of efficiency necessary to compete successfully, unless every member of the squad starts the season in first-class physical condition." He also says, ". . . for it is a provable fact that men are hurt far more easily when tired than when they are fresh."¹

My interest in the subject of football conditioning problems is derived from a recognition of several needs, foremost of which is the need for prevention of injuries to football players. Among others are the need to have a squad capable of maintaining the peak in physical exertion for prolonged periods of time, and the need to be able to generate the utmost in physical power at any given time during a game. Thus we might say that there are three primary aims of a football conditioning program:

1. *Muscular tone* sufficient to resist sudden shock from blows or body positions involving unusual strain of muscles, ligaments or tendons.

¹ *Football, Today and Tomorrow*. William W. Roper, pp. 15-16.

2. *Power* sufficient to overcome the resistance offered by the opponents.

3. *Endurance* sufficient to maintain the desired muscle tone and power for the necessary prolonged periods.

Further analysis shows many secondary needs such as the development of general skills, agility, and speed which may come as concomitant results if the conditioning program is well planned. Among the general skills are the abilities to shift the feet in any direction quickly, to use the hands and shoulders effectively in co-ordinated maneuvers, and to be able to fall with the least possible shock to parts of the body.

The development of highly specialized skills such as passing, kicking, ball-handling and complicated maneuvers of backs require plenty of practice, but is not strictly speaking, a part of the conditioning program. Certain phases of a well-rounded conditioning program, however, may facilitate the learning of new co-ordinated movements.

I was motivated to make this study largely as a result of the frequent occurrence of injuries during the first three of my four years of coaching at Carl Schurz High School of Chicago. The "injury jinx" reached such a peak during my third year that I became convinced that possibly faulty conditions or methods, and not mere chance, were responsible for the epidemic of injuries. Therefore, I resolved to analyze both methods and conditions of practice in an attempt to discover factors which might be contributing to injuries, and to determine what additions to, or changes in, my general program might solve the injury problem.

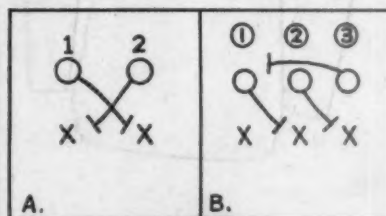
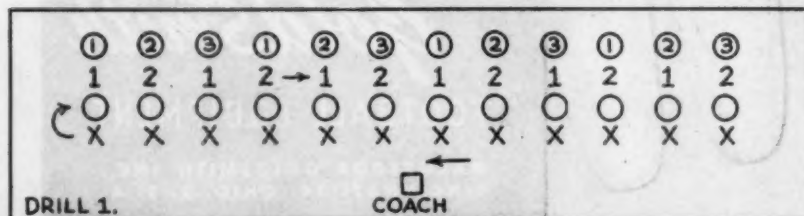
One factor about the conditions of our practice which might contribute to injuries is that the field most available to us is, due to lack of grass, either extremely hard

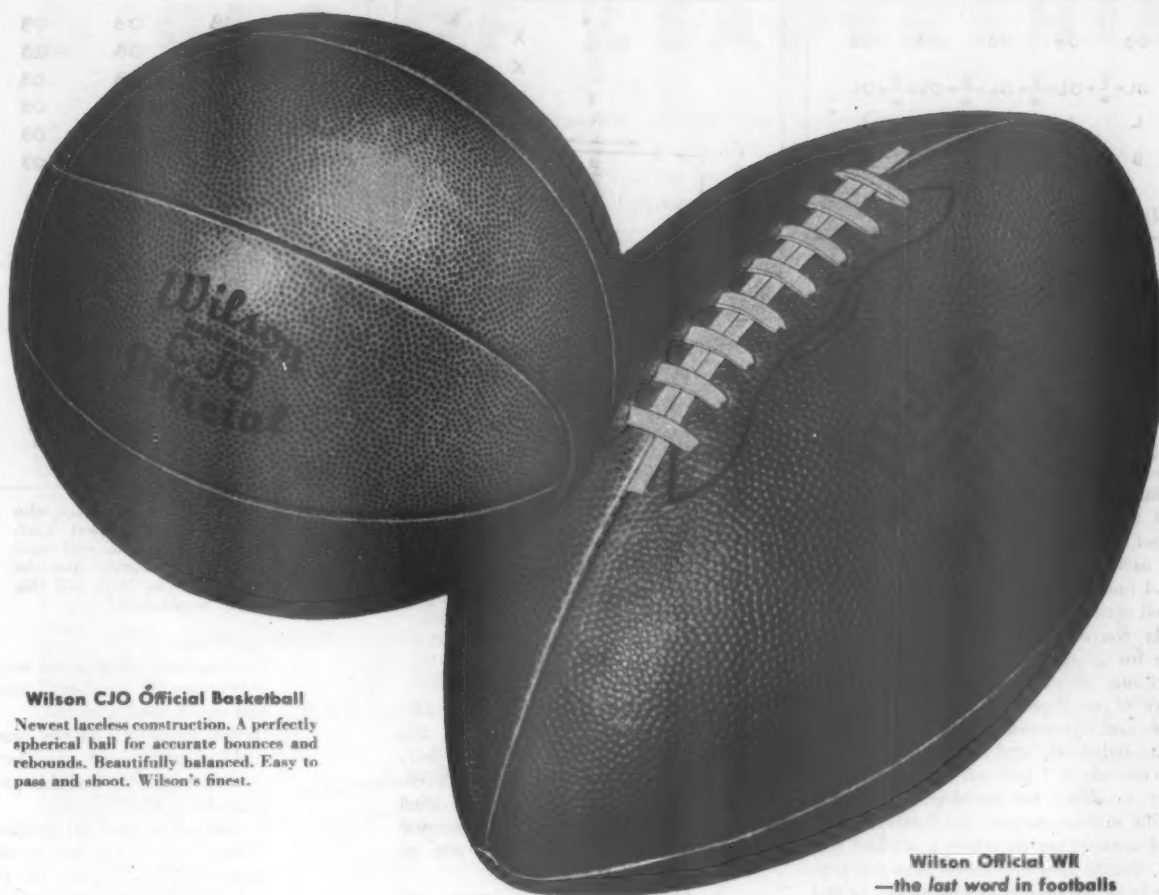
or extremely muddy most of the time. To eliminate this condition involves problems which we are working to solve. The second condition of practice concerns the time element. This, in varying degrees, is a problem of the majority of coaches—how to get in all the drill, both individual and group, necessary for the development of offensive and defensive team plays, scrimmage, etc., in addition to warm-up and conditioning work-outs. The extent to which this time element is a problem is dependent upon the time available, the size of the squad and the size of the coaching staff. There is a tendency on the part of coaches to allow time for conditioning according to the time that is available. In our case, because we have large squads, only one coach, and limited practice time, our conditioning periods must of necessity be short. However, I have generally sacrificed time, needed for other phases of practice, to get in as much time as possible for conditioning. In an attempt to compensate for this lack of time available during regular practice, I have tried to impress upon the boys the necessity of keeping in condition the year round through participation in other sports, through serious application to their regular gymnasium class work, and through special efforts on their own time.

In the analysis of my own methods of practice, I was reminded of a discussion which took place in a class in Advanced Kinesiology under Professor Leon Kranz of Northwestern University. The consensus of this discussion was that certain practices and "stock" exercises commonly used in football conditioning were faulty, and as such were possible factors in football injuries.

For experimental purposes, I assumed these findings to be true and eliminated or altered these practices. One of these assumptions was that I permitted some boys

Drill 1 shows a simple arrangement of players for a large number of drills to follow one another in rapid succession without any time lost in regrouping. We start out with a push drill from the shoulder block-position then go on to use all the various types of blocking and tackling. A rotation of players in direction of arrows allows me to match every player against every other player. The two diagrams A and B show more complex drills; cross-blocking (A) and in-blocking with one man pulling out of the line (B).





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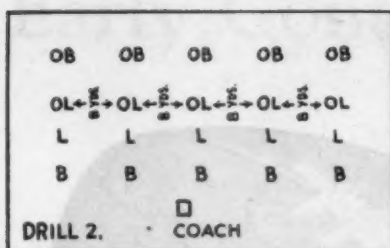
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SPORTS EQUIPMENT



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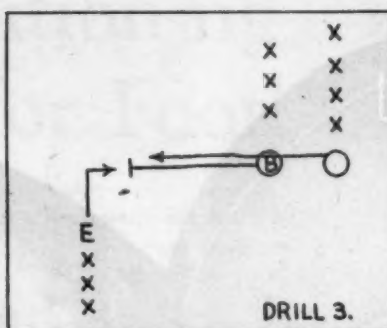
In Drill 2, OB is the ball-carrier, OL the offensive lineman, L the defensive lineman, B the defensive line-backer. Only two play signals are given. One finger means that OB runs directly up to OL and veers right; two fingers mean left. In each case OL blocks accordingly with the left or right shoulder.

to scrimmage too long in a single practice session. To correct this situation, I shortened the time any one individual scrimmaged, made an effort to get more boys into each scrimmage, and for the regulars, I had more "dummy scrimmage" and less actual scrimmage.

My course in Kinesiology was responsible for a complete revision in my prescriptions of exercises, as I found that many of my "pets," notably, *deep-knee bends* and *squat-walking* or *hopping* were contra-indicated, and that certain other exercises which I had not used were especially excellent for development of the specific muscles needed for football. The third assumption on which I worked was that, due to lack of time, it was not possible to get boys in condition in the period of less than two weeks before our first game. To this end, on the first of August last year, I sent a letter to all the squad members, in which I included a prescribed training routine for the three weeks prior to the opening of school. This routine was designed to emphasize muscle building as well as to develop organic endurance. Conversely, I was in hopes that we could de-emphasize the practice of specific skills such as running plays, passing, kicking, and ball-handling, as the boys tend to overdo these while neglecting the less-fascinating and more arduous phases of the conditioning work.

To All Squad Members of the Schurz Football Team

In order that we may get down to the business of practicing real football in the fall with the least loss of time, it is essential that each member of the squad report in excellent physical condition. By excellent physical condition, I mean, not only that you have developed wind and are fairly "hard," but that you have developed increased muscular power and speed. In order that you may attain the highest degree of physical "toughness" possible, I have outlined a training program for you to start now.



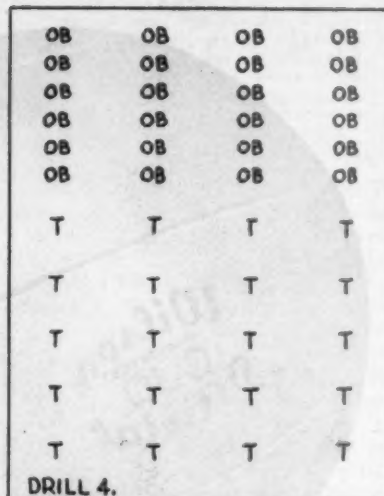
Drill for end and blocking back.

I. For development of leg drive and speed and to avoid "Charley Horses" and knee and ankle injuries during the first scrimmages.

1. Hop in place on toes, one at a time.
 - a. Twenty-five on each foot; increase number each day.
 - b. Hop forward twenty-five yards on each foot; increase to fifty yards.
2. Half knee bends with half twist, fifteen times on each foot.
3. Running.
 - a. For endurance, $\frac{1}{4}$ mile first week. ($\frac{1}{4}$ mile equals $2\frac{1}{2}$ blocks). Increase speed daily and increase distance each week.
 - b. For speed and starting, wind sprints of ten yards. Increase number of sprints as you go along.
 - c. Develop change of pace and change of direction as you run.
4. Broad jumps—standing jumps—running broad jumps.
 - a. Start with only a few jumps a day, increase to about ten.
 - b. Work to increase length of jumps.
5. Push and pull anything or anybody—loaded wheelbarrows, cars. Work from easy jobs to tough ones.

II. For development of shoulders, arms, and hands to make "tough" blockers, tacklers and defensive men. I want the strongest, "toughest" men possible for Schurz team this fall. Weight becomes an unimportant factor as compared with muscle and speed.

1. Chinning. Whatever number of times you can do now, increase it. You should be able to do at least ten but more are desirable.
 - a. Chinning with knees drawn up is good for abdominals.
2. Push-ups.
 - a. On the floor, as many as you can do; try to do fifty.
 - b. On parallel bars, lying prone between bars, fifty.
 - c. On parallel bars; dip push-ups from support position.
 - d. On parallel bars; swinging dips.



In Drill 4, OB is the ball-carrier, who runs the gauntlet of five tacklers. Each new tackler is instructed to wait until the ball-carrier is definitely past the previous tackler. The boys call this the "washboard."

3. Lifting-Weights.

- a. Use medium weights and work to increase the number of times you can do each exercise.
- b. Avoid straining; do not work with weights until you have worked on the rest of this program for a week.
- c. In case you cannot get weights, lifting or carrying heavy objects will do. If your job requires this type of exercise, let that be enough.

III. For Development of Trunk:

1. Most of the preceding exercises will help, but you may also add:
 - a. Trunk bending sideways and around—reverse direction—twenty-five times each way.
 - b. Lunge forward obliquely, rock back on heels and bend back; alternate the lunge leg; do twenty-five times each way.
 - c. Side-leaning rest; lift the leg fifteen times; change sides and repeat fifteen times.

IV. Other Sports.

1. Rowing is best if you work both ways.
2. Swimming is good.
3. Wrestling is excellent.
4. Boxing is excellent for legs and eyes.
5. Softball: No development is likely (except in fungo hitting); good for co-ordination and competitive drive if you play for "keeps."

V. In Conclusion

1. We are going to have a championship team this fall if it is made up of the kind of fellows who will continually put forth the type of effort and sacrifice necessary to carry (Continued on page 51)

SIGNS OF LEADERSHIP



Medart—for seventy-three years—first in gymnasium equipment. A reputation which Medart has justly earned by quality products, *proved in use*, in schools and colleges throughout the country. No wonder forward looking institutions *look* to Medart for leadership... not only in the excellence of quality standards... but also in the pioneering of new and progressive ideas!

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Designed to give your physical education curriculum a new interest... a lift! To be used as part of your physical education program and as a separate recreational activity. Adaptable to all age groups... with maximum flexibility for use in any gymnasium. Write for full particulars on the Medart ACROMAT*-Trampolin, now... and be ready for your 1946-47 Physical Education Program.

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Manufacturers of Gymnasium Equipment... Basketball Backstops... Gymnasium Seating... Steel Lockers... Lockerobes (Steel Wardrobes for Elementary Schools)... Write for Catalogs.

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NEW FILMS

Encyclopaedia Britannica Films, Inc.

ENCYCLOPAEDIA Britannica Films, Inc., have released six new text films on football and basketball.

The three football films produced in collaboration with Andy Kerr of Colgate University and supervised by Norman Sper are entitled, "Tackling in Football," "Blocking in Football" and "Ball Handling in Football." Sper predicts that the football films will be a great help in reducing many injuries sustained in high school football. "Knowing the proper way of tackling and blocking will relieve coaches of many headaches and tedious hours of work."

Andy Kerr has put all his years of football knowledge to use in teaching the fundamentals of good tackling, physical condition, body placement, drive, sure grips, timing, and body control. The film, "Tackling in Football" demonstrates the basic techniques of the shoulder and cross-body tackles, with their variations. "Blocking in Football" illustrates fundamental lessons on speed, drive, follow-through, timing and body control, the shoulder and body block, and stresses the importance of practice and good physical condition. "Ball Handling" stresses stance, grip, feel of the ball, adjustments before passing or kicking, how to receive passes and punts, and how to carry the ball while running.

The films employ animated photography, slow motion and stop motion techniques to get the points across. The stress upon physical conditioning should make these films a "must" in every coach's film library.

The basketball films produced with the collaboration of Wilbur Johns of U.C.L.A. stress equally well the fundamentals of the cage sport. "Shooting in Basketball" presents a careful analysis of stance, how to concentrate, aim, and how to synchronize the body, with emphasis on the inward rotation. "Defensive Footwork in Basketball" stresses among the other fundamentals pivoting and rebounding. The third basketball film, "Ball Handling in Basketball" discusses at length, the feel of the ball and the important adjustment of the hands before shooting or catching of the ball.

These films, produced in 16 mm. sound, each of one-reel length, are to be shown

AT LAST we can answer your many inquiries for films, just what may be obtained, and the places where you may secure them. The new films, announced in this issue should go a long way in solving coaching problems. Extreme care should be used in running the films and the specific directions, accompanying the films, should be followed. **DO NOT RUN SOUND FILMS ON PROJECTORS NOT EQUIPPED FOR SOUND.**

at some of the coaching schools this summer. The price for a set of three films is \$135 net to any educational institution. Individual films may be purchased for \$45. For a preview of these films at a coaching school write to Encyclopaedia Britannica Films, Inc., Dept. F-20, 20 North Wacker Drive, Chicago 6, Illinois.

Athletic Institute

ATHLETIC Institute film on community organization for recreation. The Athletic Institute has filled one of the greatest single needs for the advancement of athletics and recreation in America by this new film depicting the when, where, and how to the desirable end of a community-sponsored athletic and recreation program.

The film in full color with sound is designed for showing to adult community groups. The first sequence to the Institute's new film will illustrate the need for publicly-sponsored athletics and recreation by dramatizing the results due to the dearth of play facilities for all age groups. To guide community groups in the development of a program, the next sequence will present a dramatic treatment of a step-by-step plan for the organization of community recreation. Finally, to illustrate an excellent example of "where and how" recreation for all is being provided, a factual film survey will be shown of a complete community program in full swing.

Upon completion of the film, this production will be given a national, free distribution. The service and method of this distribution is being studied carefully in an effort to effect the most efficient means of making copies of the film available to community groups. Future announcements will be made in the fall issues of the *ATHLETIC JOURNAL* regarding how and from what source communities may arrange for its use.

Official Sports Film Service

OFFICIAL Sports Film Service is an agency for producing and arranging for the distribution of authentic sports material with official interpretation of playing situations based on the current rules. The service is an important adjunct of the National Federation of State High School Athletic Associations.

The two films now in the process of completion deal with interpretation and clarification of the current football and basketball rules.

The football film is being made under the direction of the editors of the National Federation Football Rules: E. A. Thomas, H. L. Ray and H. V. Porter. The basketball film was supervised by Oswald Tower, editor of the official guide, H. V. Porter, Secretary of the National Basketball Rules Committee, and technical advisors including recognized officials.

The films produced under the technical direction of A. A. Schabinger who directed the popular film, "Precision Basketball" are designed for the official, coach, player, and student body. The films are of such a nature that the student body by showings in assemblies will receive a greater appreciation of the game and a better understanding of the code of rules. A better understanding of the rules by the players will do much to eliminate unintentional infractions, while a thorough knowledge of the rules by the student body should drastically improve sportsmanship. The football film, for example, explains the situation when the ball is carried across the line and then the ball-carrier is pushed back. By way of illustration, it points out the position of the officials and their advantage point in sighting along the goal line.

Each film is 1200 feet in length 16 mm. with sound. Distribution is through the secretaries of the State Athletic Associations, the National Federation, and through the Official Sports Film Service, 7 South Dearborn, Chicago, Illinois. Requests for bookings after August 1 should be made to the local state secretaries. There is a nominal service charge of \$4.00 each to cover the cost of inspection and servicing of each film before it is again shipped out. This low cost is possible because General Mills, Inc. and Wilson Sporting Goods Company underwrote the original costs, by sponsoring the films.

(Continued on page 48)

Scoring with NOKONA!



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SPALDING CLUBS ARE BACK... IN VOLUME!

*Bobby Jones Woods and Irons.
Jimmy Thomson Woods.*

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HERE'S THE LATEST

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BOOST FOR SPORTS!

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To promote world-wide sports, Spalding has consistently led all others... having spent more than thirty-five million dollars in the last three decades alone for product research and development, advertising and sales promotion. This latest Spalding campaign, too, is designed not only to promote sports, but to keep reminding

the Public that "SPALDING" is *the* quality name to look for on *all* sports equipment... a name that has stayed on top for 70 years!

And now Spalding is **FIRST** to bring you post-war **VOLUME PRODUCTION** of golf clubs and real, live-rubber golf balls... *the biggest Golf news in four years!*

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SPALDING

Sets the Pace in Sports

Living War Memorials Get Under Way

Pomona College Memorial Gymnasium

PLANS and specifications have been completed for the construction of a \$250,000 war memorial gymnasium for men on the campus of Pomona College, in Claremont, Calif., according to an announcement made by President E. Wilson Lyon.

The living memorial will be financed in a campaign in which the college, alumni and friends of the college are cooperating. It will honor the sixty-two men and two women who gave their lives and the eight men reported missing in World War II, and will pay tribute to the services of those who were in the armed forces of the United States.

Construction of the new building is contemplated for the western portion of Alumni Field. It will incorporate the present World War I memorial training quarters.

The new gymnasium will be of steel and concrete construction on two levels, main floor and basement. On the first floor there will be offices for the staff, classrooms, gymnasium and a memorial room. By the use of collapsible seats, the main playing floor, 94 feet by 130 feet, will accommodate more than 1,000 spectators. The playing area provides a basketball court of optimum size.

The basement with its locker rooms for varsity and freshman teams, its rifle range,

its facilities for the military program, contributes to the full utility of the building. The position of the dressing rooms in relation to the physical education plant will permit ready access to and from the nearby playing fields. The original wing will accommodate visiting teams and will include lockers for students and faculty. The open-air swimming pool, which remains in its present location, will be modernized and equipped with bleachers.

Improvement and alterations of Alumni Field are included in the plans for the new development. The football field and the track will be moved 125 feet eastward from the present location. New concrete bleachers to accommodate 3,000 spectators will replace the old wooden stands. The baseball field will be enlarged to standard size and the track widened. The entire area will be landscaped to preserve the native beauty.

Clinton County (Michigan) Memorial

THROUGH expenditure of approximately \$100,000, citizens of Clinton County, Michigan, will build a county memorial park to honor their war dead, to pay tribute to the 2,600 men and women of the county who were in service during World War II, and to provide a living war memorial which will be of increasing value throughout the years.

The memorial will be located on the site of the present sixty-acre city park at St.

Johns, Michigan. Existing facilities at the park include a football field, baseball diamond, and tennis courts, all equipped with night lighting, and a band shell and pavilion.

Additional construction will include a swimming pool, stadium, cinder running track, enlarged 4-H Club buildings, which will also provide facilities for roller and ice skating, a Gold Star lodge, landscaping, roadways, a parking area, and playgrounds.

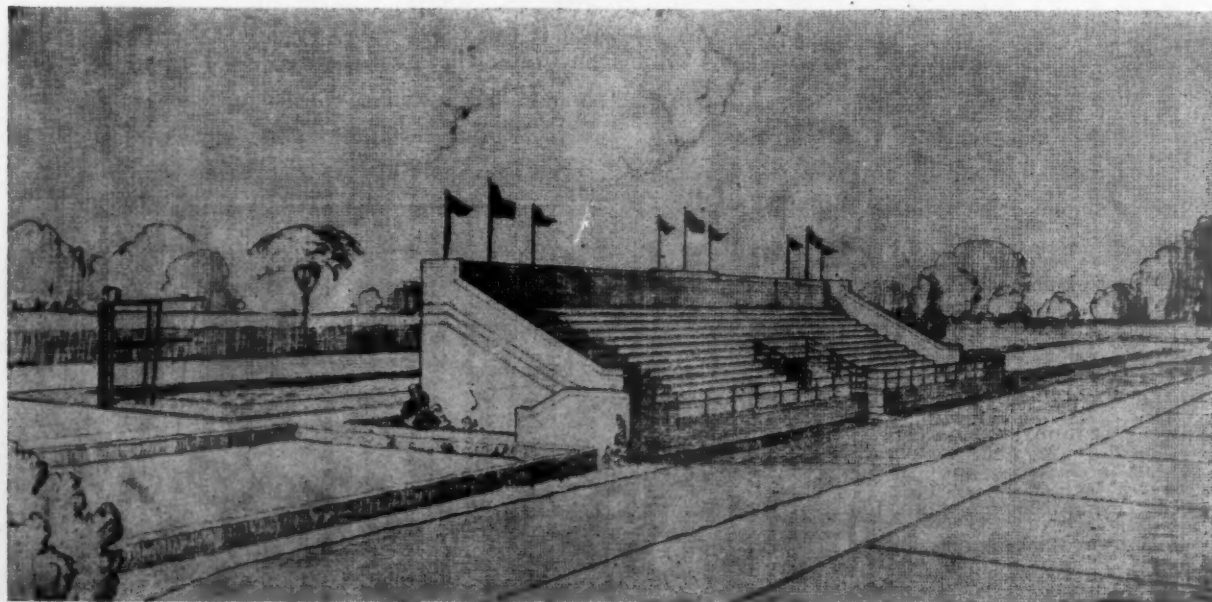
The new swimming pool will be 100 feet long and 35 feet wide. It will be located adjacent to the present football field, and immediately in the rear of the new 1,000 seat concrete stadium. Underneath the stadium, and opening out on to the pool will be dressing and shower rooms, for the swimmer's summer use. Athletic squads will use the dressing and shower rooms during the spring and fall months. Bleacher seats will be erected on the opposite side of the pool for the use of swimmers and spectators.

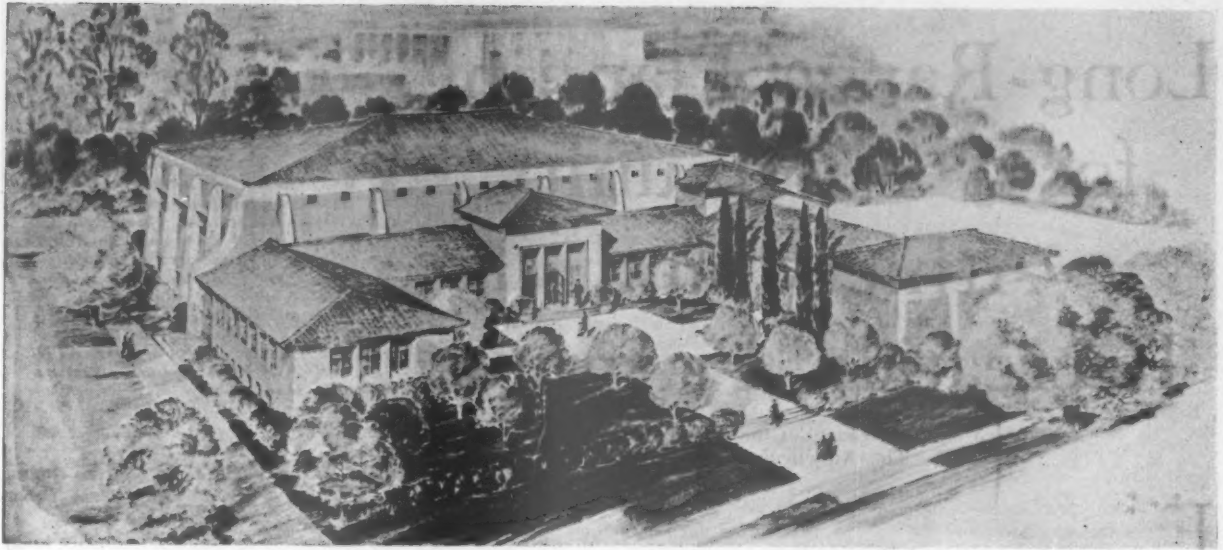
Although a drive to obtain funds for the project was not started until October 3, 1945, the response has been so good that realization of the project is assured. Actually, the Clinton County Memorial Park had its beginning on February 22, 1945, when some thirty public spirited citizens met in St. Johns to discuss a memorial. It was decided to canvass various organizations throughout the county to determine the type of memorial that a majority favored.

The canvass, investigation of similar projects, and formulation of recommendations required three months. Once approval of the suggested memorial was obtained, The Clinton County War Me-

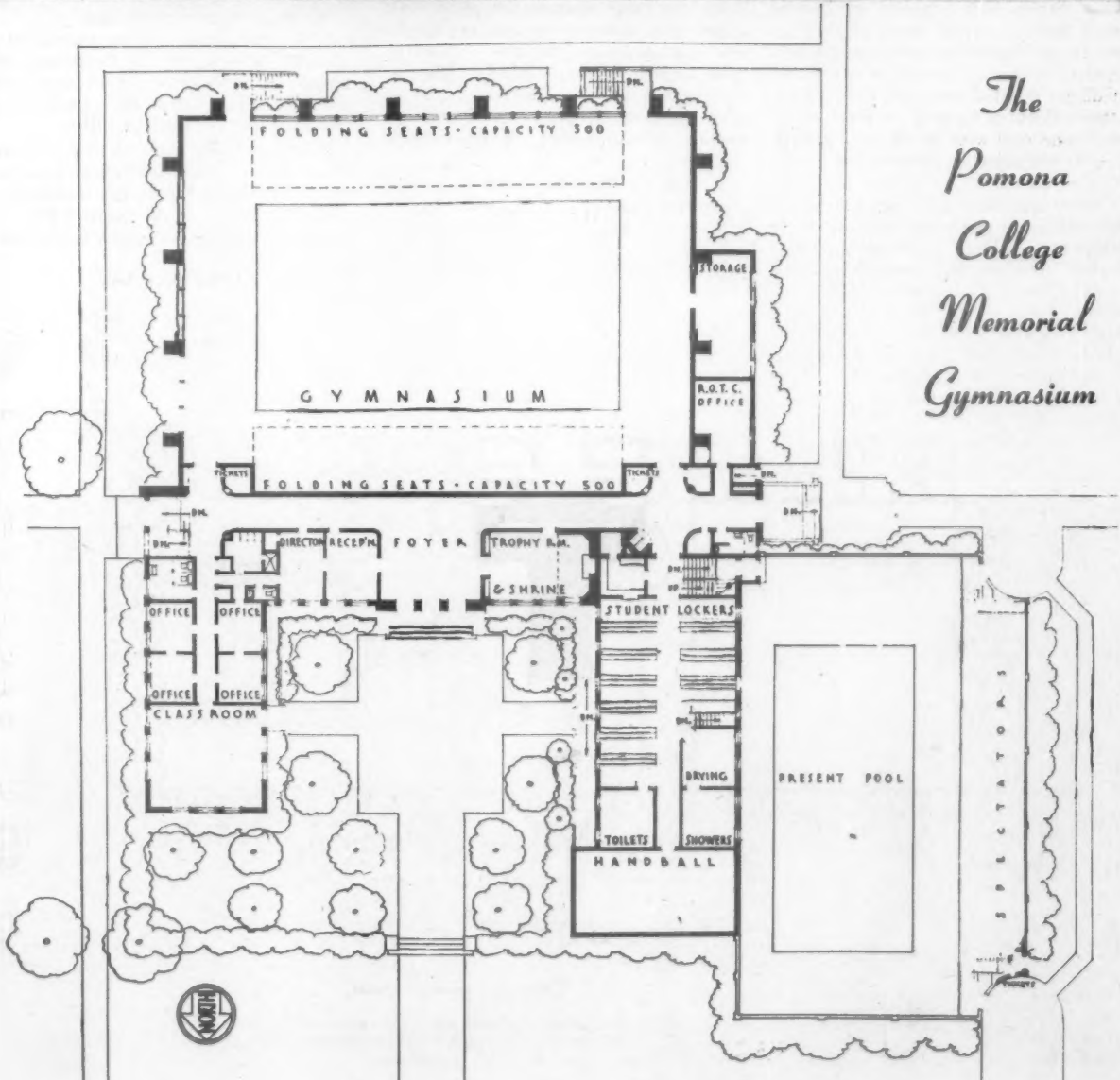
(Continued on page 47)

Clinton County Memorial





*The
Pomona
College
Memorial
Gymnasium*



Long-Range Planning for a Community Athletic and Recreation Program

Prepared for the Readers of the Athletic Journal
by The Athletic Institute

THE Athletic Institute is a non-profit organization, whose purpose is to promote the advancement of athletics and recreation in America. A recent, major promotional activity of the Institute was the preparation and dissemination of a thirty-two page "Plan Book for Community Sports and Recreation Facilities." Mailed to the mayors of every community in America over fifteen hundred in population, to every state governor and to hundreds of other key public officials, the supply of the plan book was quickly exhausted. Other Institute projects of interest to the readers of **THE ATHLETIC JOURNAL** are under preparation. One of these is described on page 28 of this issue.

EVERY progressive American city or town plans for the future. Streets and highways are charted before they are paved; water and sewage systems are planned before homes are constructed; sites are reserved for new school buildings; selected areas are reserved for future residential districts; in short, every detail concerned with the physical growth of a municipality is planned for in advance.

Closely associated with and interwoven into long range municipal planning, must be long range athletic and recreation planning . . . planning that includes not only

the physical facilities but program, leadership and finance as well.

In long range planning for physical facilities, care must be exercised not to plan buildings and other facilities without regard to their future usefulness. That indicates the first consideration must be given to *functional planning*. In this connection, certain leading questions should be asked.

1. *Will the planned facilities provide recreation outlets for all the citizenry?*

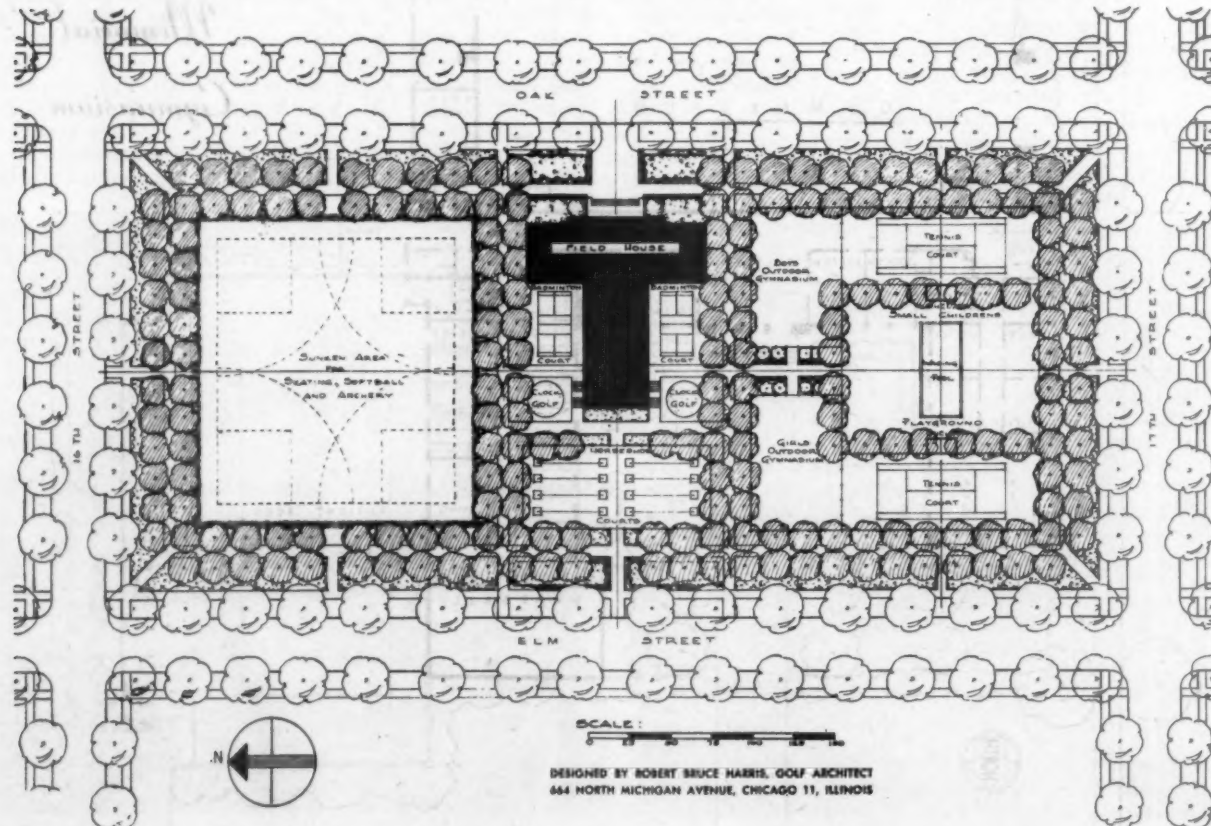
Too often have communities been victimized by publicity-seeking public officials who, without investigating the rec-

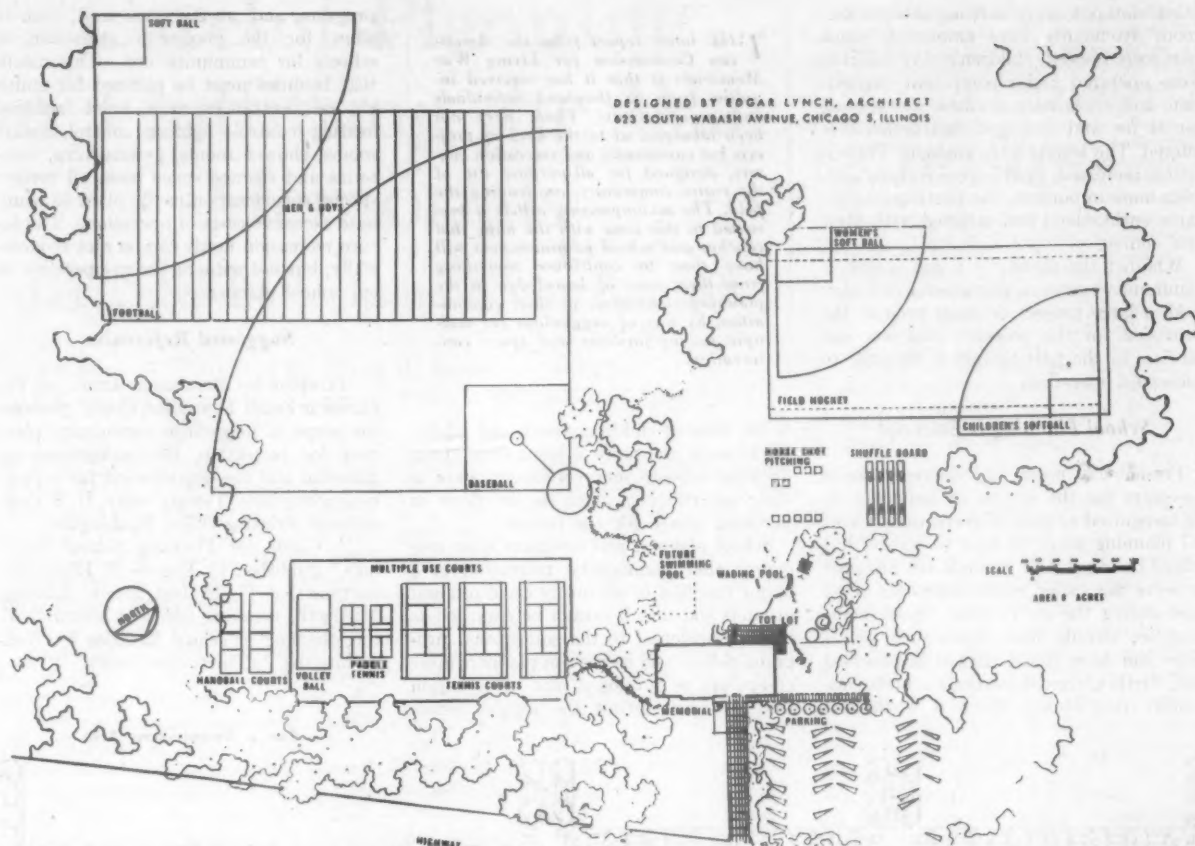
reational needs and desires of the people, spend thousands of dollars from public funds to the dedication of impressive appearing buildings that are actually monstrosities in terms of usefulness.

2. *Are the locations of the selected sites desirable in view of:* (a) Residential expansion? (b) Selected school sites? (c) Accessibility? (d) Population trends? (e) Public safety? (f) Public health?

Working closely with the city or town planning commission and other municipal groups, recreation boards can intelligently direct the plans for the future. For example, the trained recreation superinten-

A One-block Area





An eight-acre area.

dent can advise from experience that the boys and girls will not walk too great a distance to play tennis; that adults will pitch horseshoes if they have to take only a few steps from their homes to do it, that women will not frequent a dark, dingy neighborhood to participate in arts and crafts or dramatics regardless of their desire and interest in the activities; that a large center of activity, located without regard to the rights of property owners, may become a public nuisance instead of a public asset which will enhance property values.

3. Are the facilities being planned attractively in order to encourage a desire to participate?

Interior decoration and landscaping have become "big business" in America because people enjoy beauty. Following the planning to meet the recreational needs and desires and the proper locating of facilities, every means available should be exercised to make the facilities pleasing to the eye. No matter how great is the desire to participate, unattractive facilities will not be used to their fullest capacity.

4. Has an expansion or development priority schedule been established which indicates the order or urgent recreation requirements?

In order to meet the specific, future

needs of recreation, a priority schedule that sets forth the order of urgent requirements should be maintained. Such a schedule should not be rigid in detail. It should be flexible enough to allow for unpredictable changes that might occur, but in spite of changes, it should be retained as a guide to the future development of locations and facilities.

5. Are buildings and facilities being planned for multiple use?

Economically speaking, facilities that can be utilized efficiently for more than one activity are desirable. Many communities boast inexpensive, inclusive programs because facilities are rendering multiple uses. Hard-surfaced tennis courts, for example, can be utilized out of season for basketball, volley ball, roller skating and even ice skating. Large rooms in community center buildings often are used for dances, motion pictures, group meetings, basketball, boxing, badminton and other indoor activities. Such use of facilities requires foresight in planning. Shortsightedness will result in the limited use of a facility to its original, single purpose.

6. Are there adequate plans for the maintenance and operation cost of facilities?

As equally important as the facilities themselves are the funds for their operation and maintenance. Planning for new

facilities involves a corresponding addition to leadership personnel, maintenance and general administration. It is necessary, therefore, to know that funds are, or can be, made available for the additional expense of new facilities.

7. Are the personal comforts and services of the participants being planned for?

When publicly operated recreation centers to its patrons much in the same manner as does successfully operated commercial recreation, programs will receive the united support of every last citizen. When adequate and attractive rest rooms are provided, drinking fountains are close at hand, shower baths are clean, dressing rooms are large and airy, seating is comfortable, entrances and exits are easily accessible, car-parking space is provided, equipment is available, and when the whole program offers "service with a smile," there will be little worrying done about obtaining public support for community recreation.

Such service is not expensive; it pays for itself. It took the depression years to teach that lesson to many communities which were operating municipal golf courses at annual losses. Faced with the problem of trying to increase play, these municipalities with vision began to offer services formerly restricted to private clubs. Adequate shower facilities were constructed, towels and soap were sup-

plied, clothes lockers were installed, locker-room attendants were employed, snack bars were opened, children's play facilities were operated under competent supervision, golf clubs were available for a small rental fee and free golf instruction was offered. The results were amazing. Participation increased, profits were realized and, even more important, the participants became enthusiastic and satisfied with their golf course.

Whether the facility is a golf course, a community center, a playground or a play field, a large project or small project, the provision for the personal comforts and services of the participants is essential to successful operation.

School Planning is Essential

Present-day needs and desires make it necessary for the schools of tomorrow to be recognized as sites of recreation. Careful planning must be done to insure that school buildings and grounds are designed to serve the varied recreation needs of all ages during the entire year. Some communities already have made such provisions and have found that it is practical and, further, that it fosters a school-community relationship which is wholesome

THE latest report from the American Commission for Living War Memorials is that it has received inquiries from six thousand individuals and organizations. These have not been tabulated as to the kind of projects but community and recreation centers, designed for all-purpose use of the entire community, are leading the field. The accompanying article is presented in this issue with the hope that coaches and school administrators will have time to contribute something from their store of knowledge to the planning committees of their communities, by way of suggestions for multiple use of facilities and space conservation.

to the lives of children, youth and adults. While more and more is being done about utilizing schools for recreation, there is still, nevertheless, much to be done in planning wisely for the future.

School planners and designers must recognize that community recreation is a major function of all future buildings and grounds and that it cannot be regarded as merely incidental to the educational program. School and recreation planners must co-operate to develop a plan of operation that will not disrupt the regular school

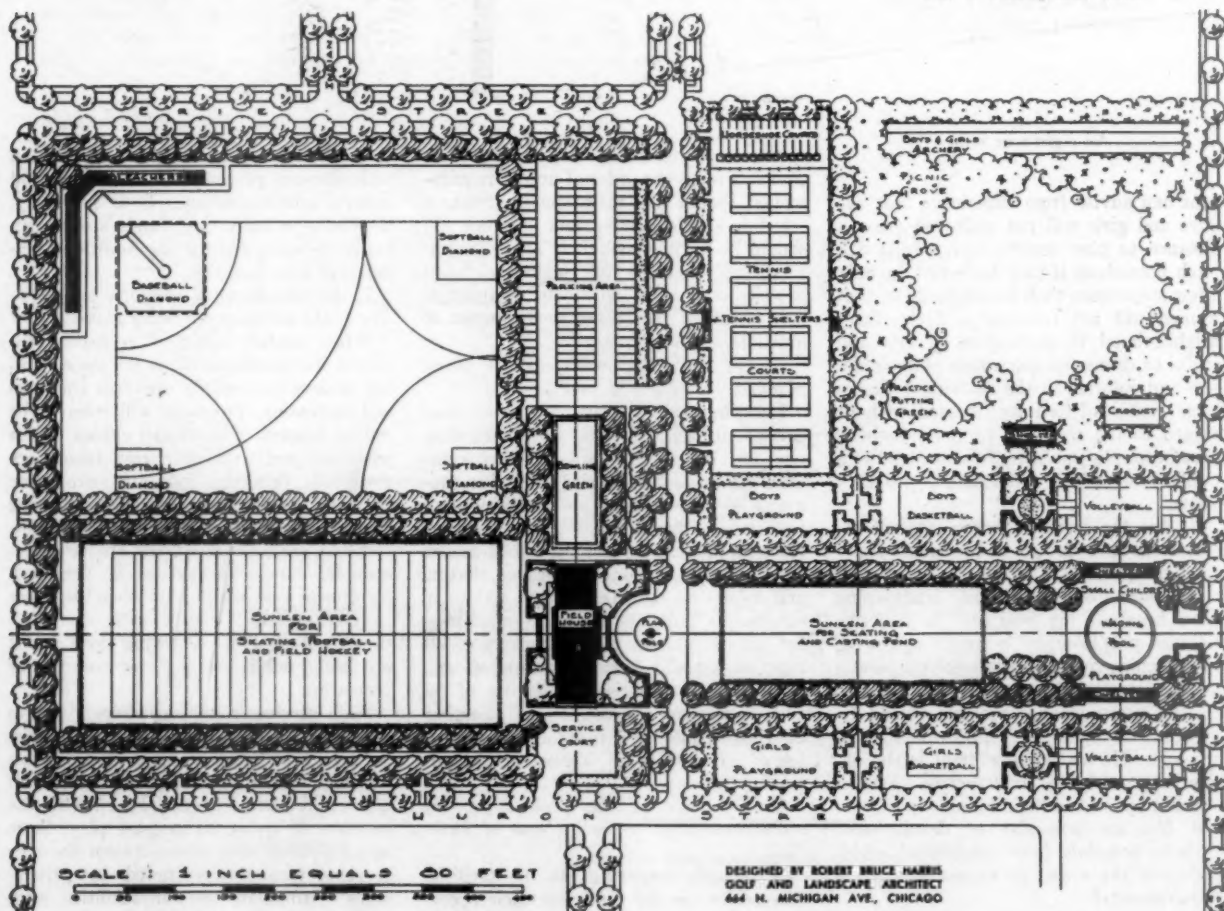
program, and, at the same time, plan to allow for the maximum utilization of schools for community use. This means that facilities must be planned for multiple use; entrances, exits, toilet facilities, heating control, lighting control, locker rooms, shower rooms, gymnasiums, cafeterias and storage space must all receive special consideration in the plans to eliminate excessive costs of operation. The future recreation needs can be met economically, but not without the co-operation of our school planners.

Suggested References

"Planning for Recreation Areas and Facilities in Small Towns and Cities" presents the steps in long-range community planning for recreation, the background for planning and the organization for a planning committee. Twenty cents, U. S. Government Printing Office, Washington.

"A Guide for Planning School Buildings," published by Eugene B. Elliot, Department of Public Instruction, Lansing, Michigan, contains excellent material on the planning of school facilities for community use. (Thirty-five cents).

For a Twenty-acre Area



Careful Planning in Outfitting the War Memorials

Let There Be Light on Night Football

By Floyd A. Rowe

Directing Supervisor, Department of Physical Welfare, Cleveland, Ohio

IN OCTOBER 1945, the question of the policy of the Cleveland Senate Schools as to whether or not football games should be played at night was brought to a sharp issue. This was instituted by the introduction of a resolution into a Board of Education meeting, calling for the increase of the seating capacity at three athletic fields, and the installation of lights so that football contests might be played at night.

For a number of years prior to this time, the policy of the Cleveland Senate Schools had been to play no night games as a part of their regular schedule. The introduction of this resolution, then, brought the question to focus, and the Department of Physical Welfare undertook to find out, by means of a nation-wide questionnaire, what the established trend was. The result of this brief study showed the trend was toward increased use of lights for high school football contests.

There was one question asked in this questionnaire which seemed to deal with the philosophy of the situation, rather than with the practical aspects. That question was, "Do you think night football is justified educationally? If so, what are the increased educational values over the game as played in the afternoon?"

It was around this question that the opponents, and proponents of night football really marshaled their theories.

Most of those who favored night football claimed increased educational value for night football, giving as their reasons the lack of interruption of the regular day school program. Schools, then, playing Friday afternoon games would certainly come under this rather negative approach to the educational advantages of night football.

Certainly where all the Friday afternoon classes in any given school had to be shortened, or where pupils were excused who had purchased tickets for the game, then there would be found to be considerable interference with the routine academic procedure of the school. The

opponents to night football developed the thesis rather thoroughly that football was a game which was played, come rain, snow, high winds, muddy fields; that to add to these hazards already present, one of playing under lights, that is, the element of darkness, was detracting from the educational value of the game.

Others of the opponents pointed out that the game was a hazard, let us say, of the morals of the children of the participating schools. One very thoughtful and careful observer made the following statement in regard to conditions surrounding the night football game.

"After the game the streets, taverns and highways were full of seventeen-year-old boys and girls from both institutions, and it made me feel that the sport was developing an unnatural and unwholesome situation for the student groups. Football does have educational values. Night football may in many cases increase the cash taken in at the gate, but it appears to me that school boards and administrative authorities ought to have 'nerve' enough to face the fact and finance any sport they promote in the best way they can, to save educational values and remove disturbing situations."

It was because of this statement and others similar to it that the question came to the fore as to just what the educational aspects of football were. None of us would deny the fact that from the standpoint of the boys who are competing, there are many valuable lessons to be learned. Principally among the lessons to be learned are self-control, team play, self-denial, and the development of good habits of living. Courage, sacrificing self for the sake of a team mate, and many other things come to mind which are of value to the competitor. What are the values, however, to the spectators?

Espirit de corps, school morale, and other phrases meaning the same thing, are often mentioned, but are there other educational values to be derived from the football contest which surround the day game, and are absent from the night

FLOYD A. ROWE has an enviable athletic record. A two-mile champion of the Western Conference in 1905-06, establishing a new record in 1905, a new American Intercollegiate record in 1907 and member of five Michigan relay teams to win championships at the Penn Relays. Following a period of high school coaching, he returned to the University of Michigan as the first full-time intramural director in any college in the country. After serving in special athletic service in World War I, he became assistant superintendent of public instruction in Michigan with special authority in the field of physical education. Since 1923 he has been connected with the Cleveland school system. He has been a member of the National Basketball Rules Committee for the past sixteen years and a member of the Ohio High School Athletic Association Executive Board for thirteen years.

game? I am unable to think of any which seemed to me to be at all plausible. On the other hand, it seems there are situations surrounding the night game which magnified the educational situation as presented at the time of the day game.

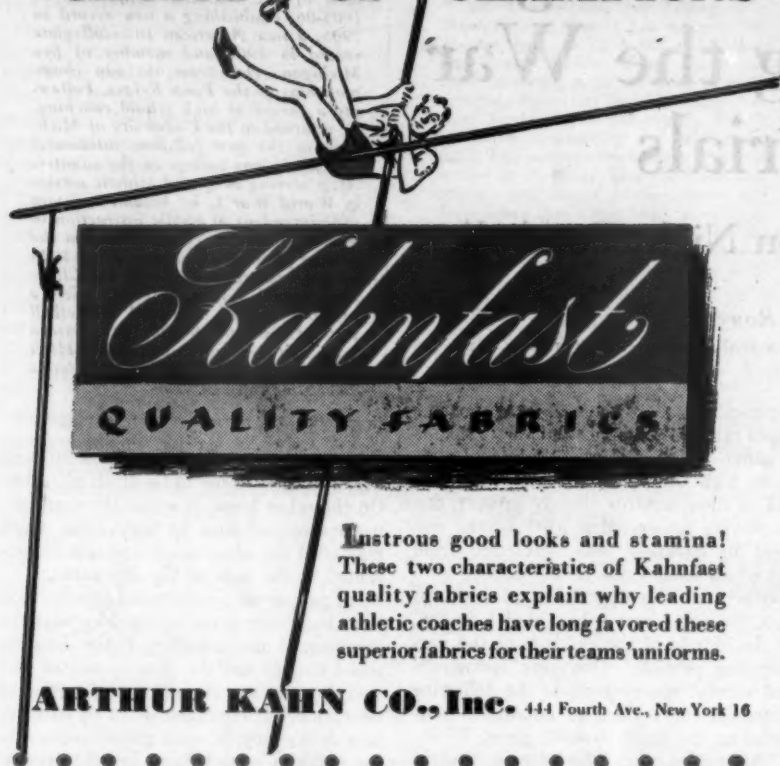
All people really interested in education have long since given up the idea that the teaching of mathematics, Latin, English, social studies and the like, no matter how well done, constitute a proper program of education. If education is to be effective in a democracy, it must go beyond teaching children certain facts in subject-matter compartments. Education must affect the living and thinking habits of children, if it is to be considered effective.

Then, my major thesis in regard to the increased educational values of night football over day football would be that the educator must make use of the night football situation as a laboratory by means of which children being educated are taught to control and deport themselves properly in a situation, admittedly more difficult than the afternoon or daylight situation surrounding the same activity. It seems only logical to suppose that the teacher and the parent, working together, to develop the thinking and living habits of the pupils so that their deportment would be as good at eleven o'clock at night as it is at five-thirty in the afternoon, might be a worthy educational objective.

The entire study indicated two other facts which seem to be so important that they could not be overlooked by the fair-minded individual. First and foremost, it was stated authoritatively by a dozen or more careful observers that more children came to football games with their parents at night than in the afternoon. These same observers pointed out that night football constituted an excellent public relations program for the school, because of the increase of parent and adult attendance.

If, then, the opinions of these careful observers are to be taken seriously, edu-

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ators in general should give the matter of night football, as a public relations program, very careful thought indeed.

Other observers indicated that there was a marked increase in attendance and, therefore, a much more satisfactory financial return. Certainly, then, with increased financial return, many things may be done for the good of the total student body from a physical as well as an educational viewpoint.

Personally, I have always been of the opinion that the financial aspects of the entire athletic program assume too large a part in the thinking of the school authorities. If football or, for that matter, any of the other athletic contests has educational values for spectators, and I believe they have, then I submit the following question for the deliberation of thoughtful individuals, granted that the athletic contest does have educational values for the spectators.

Why in heaven's name are the educational advantages of athletic contests limited to those children whose parents are able to purchase admission tickets? Stated another way, the question would be: Are not these contests just as educational and, therefore, just as valuable and necessary to the children whose parents cannot afford to pay the admission fee? We believe in free text books. Why not in free admission to athletic contests for the pupils of the competing schools?

In conclusion, just one final question: Why is it not the obligation of boards of education to furnish facilities for all athletic contests, which are adequate, so that all pupils may attend, regardless of the financial status of their parents?

Let's quit talking about the educational value of athletics, from a spectator's standpoint, until we have answered a couple of the above questions.

Regardless of what your opinion or mine might be, from the correspondence received over this question, it is apparent that night football is here, that it will probably remain, and that it will, without question, increase in volume as the years go by.

This being an apparent statement of fact, then, why should the educators not take full advantage of the situation, and make the most of the educational advantages to be found in these night contests?

Football Lighting in the Schools

IN THE thirties lighting of athletic contests experienced a very desirable growth. Today all of the major league parks with the exception of two are lighted. Football has kept pace and as a means of determining whether the trend would continue following the war, THE ATHLETIC JOURNAL conducted a survey. Not only was it intended to show the trend but also whether the reaction to

"LIGHTS ON" says Larry MacPhail



"New G-E engineered installation to make Yankee Stadium best lighted ball park in U.S.," says pioneer in night baseball, now President, N.Y. Yankees

Installation of new type floodlights developed by General Electric will pave the way for the "brightest" night baseball ever played. Six roof frames will support 1245 Type L-69 floodlights (approximately 2200 kw) to provide uniform 200 foot-candle illumination over the entire 3 1/4 acre playing field—a level nearly twice as bright as any other major league park.



Larry MacPhail inspects new Yankee Stadium floodlight

You get all these ADVANTAGES In the new G-E Type L-69 Floodlight

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and allow final adjustments during daytime.

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night football was favorable or not. The
comments on some of the questionnaires

were most interesting and are printed at
the end of the results of the survey.

	Number of Schools	Football	Lighting To Install Fields Lights	Reaction
Alabama	315	225	50 10	Yes, if on Friday or Saturday
Arizona	63	49	No record No Record	Favorable
California	425	375	150 20	Yes, for the valley towns where it is hot.
Colorado	218	100	37	Favorable
Delaware	36	19	1	Yes
Georgia	438	85	60 10	Very favorable
Idaho	160	125	6 12	During early part of season. Yes
Illinois	901	315	160	Yes
Indiana	812	131	75	Very good
Iowa	955	270	81	Yes
Kansas	675	375	250 25	Yes
Kentucky	500	83	55 5	Yes
Louisiana	400	75	45	Yes
Maryland	10	2	10	Fairly favorable
Michigan	702	440	150	Yes
Minnesota	486	350		Yes
Mississippi	520	225	75	Yes
Missouri	675	150	20 5	Yes
Montana	201	180		Decidedly so
Nebraska	514	294		Yes
Nevada	30	13		Yes
New Hampshire	25	3		Yes
New Mexico	131	51	25 10	Yes
New York	700	350	50	No great opposition
North Dakota	260	195	30 10	Yes
Ohio	1155	420	60	Controversial
Oklahoma	698	200	130	Yes
Rhode Island	32	27	4	Yes
South Carolina	243	100	50 15	Yes
South Dakota	290	90	17 Several	Yes
Tennessee	401	204		Good
Texas	1400	740	500 240	Yes
Utah	77	40	10	Yes
Vermont	116	20		Yes
Virginia	214	165	30 15	Yes, in West
Washington	282	200		Yes
West Virginia	217	160	25 5	Yes
Wisconsin	462	269	70 6	Yes
Wyoming	77	32	15	Yes

Georgia. 1. Better health conditions for
players. 2. More spectators in smaller
towns able to attend. 3. Increase in gate
receipts gives more funds for other phases
of athletics. 4. Easy to control crowds.

Illinois. Night football is very popular
in the southern part of the state and is be-
coming increasingly popular in other sec-
tions. Reason—greater attendance.

Texas. Would not do without lights.
Very satisfactory.

Kentucky. We see no disadvantage to
night football with respect to administra-
tion, discipline, etc. Because football is
such an expensive sport, many of our
smaller schools could not finance it were it
not for night football.

Michigan. Only in one or two instances
have schools with lighted fields reverted to
day games exclusively.

South Dakota. Has caused no difficul-
ty, in fact financially has been a life-saver.

Conserving Space in the Modern Gymnasium

WITH the restrictions on building
through the war, many gym-
nasiums have been held up. Now
the actual planning stage has begun. With
the nation-wide emphasis that has been
put on living-war memorials, many gym-
nasiums planned for future days, have
been brought nearer to realization.

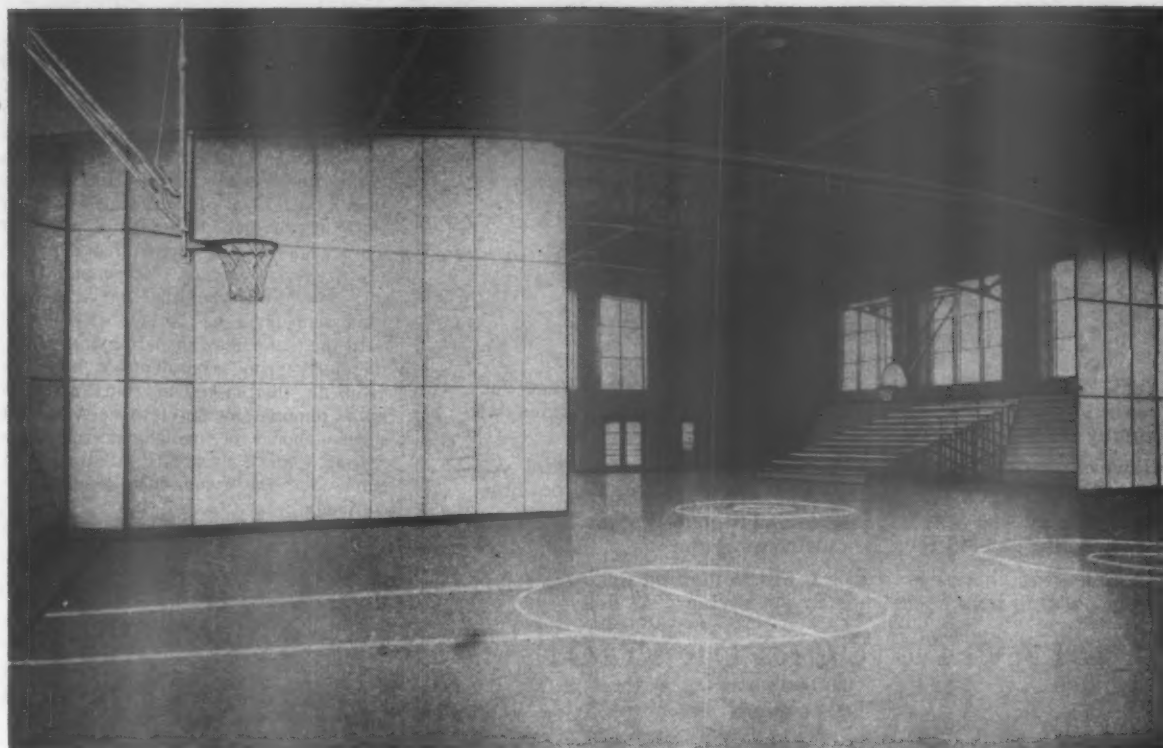
A letter from a West Virginia coach is
typical of the present-day trend:

"We are planning a new gymnasium for
our high school. It is to be large and

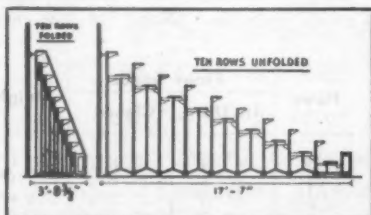
modern in every respect. Could you offer
suggestions on the planning of such a
building or information on where we
might obtain helpful ideas."

Letters of this kind have prompted us
to set aside a section in this issue to new
gymnasiums, long-range planning recrea-
tion facilities, and a few ideas on out-
fitting the modern gymnasium and recrea-
tion plants.

This particular article is devoted to
conserving space in the modern gym-



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nasium an important subject at this time.

The seats in a gymnasium are the only monetary assets that a school has. To a certain extent the same holds true of the seating in the auditorium but in no actual comparison to the value of seats for basketball games. A decade ago basketball was often called "Hoosier Hysteria" because of the drawing power in the state of Indiana. Such a name no longer applies any more than to say, "Hawkeye Hysteria," "Keystone Hysteria," or any of the other forty-five hysteria, so popular has become the sport.

In the planning of modern gymnasiums, therefore, prime consideration must be given to the basketball court and the space required for spectators. A careful survey should be made concerning the seating needs of a school for its basketball games and the gymnasium designed accordingly.

Quite rightly the gymnasium must be utilized all the time and an expenditure for an area large enough to take care of the seating at basketball games must be spread over other activities to bring the cost into line.

This is possible through a conservation of space in the gymnasium. In order to utilize the space to its fullest, it is now deemed advisable to use portable or folding gymnasium seats rather than permanent installations.

The large gymnasium needed for the interschool basketball games is in most instances too large for either boys or girls physical education classes with the result that the newer gymnasiums have made wide use of folding partitions. This then comfortably divides the area into two convenient gymnasiums. Furthermore, it has been found inadvisable to attempt to use the same area for both boys and girls classes due to the difficulty of working out curricula and schedules.

The use of folding partitions make many economical and suitable arrangements possible. Many of the newer

Rows	Floor Space		Height
	In Use*	Closed*	
3	4' 9"	1' 8 3/4"	3' 0"
4	6' 7"	2' 0 1/8"	3' 9"
5	8' 5"	2' 3 1/2"	4' 6"
6	10' 3"	2' 6 7/8"	5' 3"
7	12' 1"	2' 10 1/4"	6' 0"
8	13' 11"	3' 1 5/8"	6' 9"
9	15' 9"	3' 5"	7' 6"
10	17' 7"	3' 8 3/8"	8' 3"
11	19' 5"	3' 11 3/4"	9' 0"
12	21' 3"	4' 3 1/8"	9' 9"
13	23' 1"	4' 6 1/2"	10' 6"
14	24' 11"	4' 9 7/8"	11' 3"
15	26' 9"	5' 1 1/2"	12' 0"
16	28' 7"	5' 4 5/8"	12' 9"
17	30' 5"	5' 8"	13' 6"
18	32' 3"	5' 11 3/8"	14' 3"
19	34' 1"	6' 2 3/4"	15' 0"
20	35' 11"	6' 6 1/8"	15' 9"

*Above dimensions include 4 1/2 in. space between top seat and wall.

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and

**3 on
BASKETBALL**

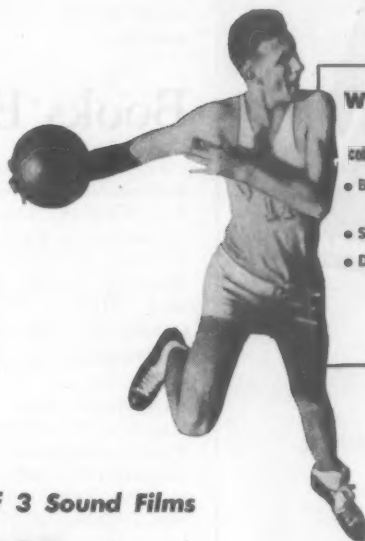


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For preview of these films at a coaches' school this summer, write Encyclopaedia Britannica Films Inc., Dept. F-20, 20 North Wacker Drive, Chicago 6, Illinois.



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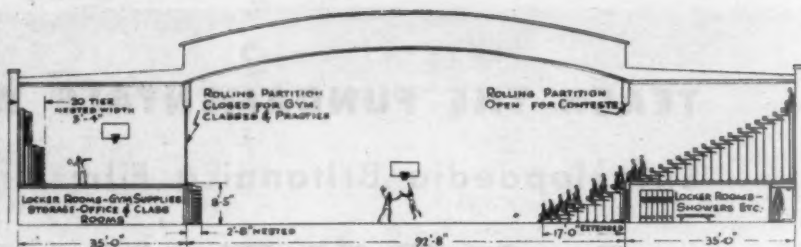
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Gymnasium plan showing conservation of space.

schools are using the combination gymnasium-auditorium plan. In some of these plans the stage of the auditorium serves as the gymnasium, again made possible by use of folding partitions. Another variation of the same theme is to use chairs on the main gymnasium floor with the girls gymnasium raised some five feet behind partitions. Opening of the partitions then serves as the stage for all school assemblies.

The table on the preceding page, showing the space required when seats are in use and when closed was prepared by the Horn Manufacturing Company for the aid of our readers.

The gymnasium illustrated above designed by Fred Corray of the Leavitt Corporation presents what we believe to be a very fine serviceable gymnasium with the utmost in utilization of space, so necessary these days.

Books Every Coach Should Have

The Naval Aviation Manuals, A. S. Barnes and Company, 67 W. 44th Street, New York 18. These ten books, each of approximately 250 pages discuss in detail Football, Basketball, Swimming, Soccer, Wrestling, Boxing, Gymnastics and Tumbling, Military Track, Mass Exercise, Games, Tests, and the Sports Program.

Thousands of university and high school coaches of prominence enlisted their special skills to earn for the Tom Hamilton Naval Aviation Physical Fitness Program the praise which it has so justly deserved. During the early years of the war this publication carried a good number of articles on the physical conditioning programs in force in the Navy Pre-Flight Schools. Several of our authors were called to Washington to collaborate upon this series of books. We received one of the first sets when they were completed and since then have many times referred to them because of the clear, concise, and authoritative way the subject matter is presented.

The Training Division of the Bureau of Aeronautics of the Navy is to be congratulated for making this material available for the betterment of civilian programs. The publishers are deserving of praise for the selection of such outstanding pieces of athletic literature to present to the coaches of America.

Liberal use has been made of pictures and diagrams in accordance with the success the navy had with visual education during the war. The photographs were made by top-flight navy photographers, most of whom were newspaper photographers in civilian life. The clarity of the pictures and the points illustrated are outstanding.

It is impossible to review all ten books at this time, but brief mention will be made of the football book.

The football book consists of 244 pages with 323 pictures and 132 diagrams. Price \$2.00. All of the fundamentals of the game are discussed and illustrated, in the four parts of the book, titled Introduction, The Foundation of Football, Individual Skills and Team Execution, and The Base Operations. Of particular interest to every coach should be the check list entitled Coaching Points which appears at the conclusion of each chapter. This provides a convenient method for the coach to check over his instructions to make sure that a glaring mistake will not occur in Saturday's game because he has overlooked some detail. The drills for each particular phase of the game are excellent and no coach should fail to study thoroughly the Football Practice Schedule which covers every day of the first seven weeks of the practice.

High School T Formation by Skip Palrang, Boys Town, Nebraska. One hundred thirty-three pages, 116 diagrams of which 67 are T formation plays. Price \$5.00. The book is spiral bound for easy use.

Backfield and line personnel requirements are discussed and the mechanics of play emphasized. Of interest to every coach should be Mr. Palrang's system of numbering and lettering the players. This is done for the purpose of designating the hole as well as for varying the blocking assignments from the ordinary.

Thirty-seven plays are running plays and thirty are passing plays. The moving variations of each play clearly point out the flexibility of the T formation.

Now Available For Civilian Use:

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AT LAST—this important series of sports manuals is now available to you! Prepared by a group of specially selected naval officers—all outstanding in civilian life as coaches and administrators. Published during the war as basic guides for the entire naval aviation physical training program.

These authoritative guides serve a double function. Each is an excellent manual for the sport covered. Also, the program material outlined can be adapted for use in the physical training and sports programs in schools and colleges.

FOOTBALL—History of football; pedagogy; stance, blocking, tackling; line, end, backfield play; kicking, passing and running games; offensive, defensive formations; generalship; signals. \$2.00.

SWIMMING—Facilities; equipment; administration; teaching beginners; basic instruction; supplementary strokes and skills; survival at sea; life saving; competitive swimming; water polo; tests; drills. \$2.25.

SOCCER—History of soccer; facilities; equipment; warm-up periods; fundamentals; goalkeeper's skills; individual positions; game situations; offense, defense; safety suggestions; drills, games; instructional programs. \$2.00.

WRESTLING—A history of wrestling; facilities; equipment; prevention of injuries; developing a team for competition; approaches; breaks; pinning combinations; escapes; class instruction. \$2.00.

BOXING—History of boxing; facilities and equipment; teaching boxing; conditioning for boxing; position, movement and hitting power; straight and bent arm blows; left and right leads; feinting, clinching, infighting. \$2.00.

BASKETBALL—Basketball's beginnings; court facilities, equipment; basic drills; class organization and instruction; offensive plays; man-to-man, zone and combination defenses; drills instruction programs, lesson plans. \$2.00.

GYMNASTICS AND TUMBLING—Facilities, equipment, maintenance; conditioning; safety devices; nomenclature; climbing; balancing; tumbling; competitive gymnastics; stunts; squad meets; outdoor program; relays; special appendix. \$3.25.

MILITARY TRACK—Class organization; running; obstacle course; hurdling; drills and competition; grading; conditioning; sprints; relays; middle distance work; distance work; field events. \$2.00.

MASS EXERCISE, GAMES, TESTS—Need for physical conditioning; organization; administration; exercise program; mass exercises; games; relays; stunts; appraisal; record systems; analysis of rating procedures. \$2.00.

THE SPORTS PROGRAM—Nature of the sports program; types of programs; administration; equipment; organization; competition in twelve different sports; awards. \$2.00.

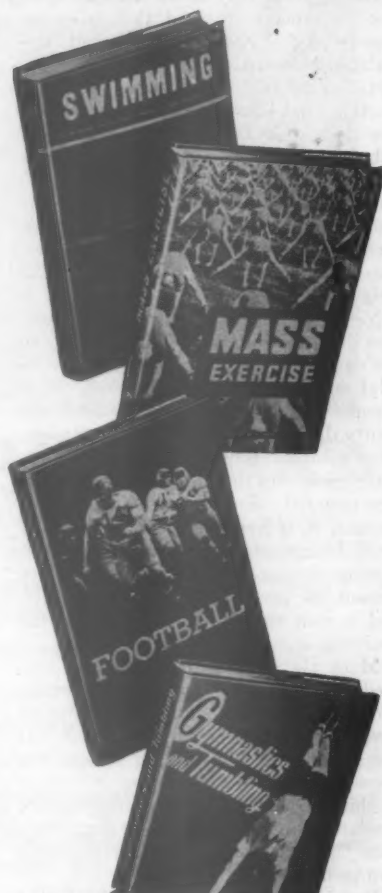
Give your students and players the benefit of this highly successful physical training and sports program. Each book is cloth bound and fully illustrated with photographs specially taken for the purpose.

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Specimen Table of Contents

(Of the Football Book)

1. A Brief History of Football
2. Football in the Navy
3. The Pedagogy of Football
4. Stance
5. Blocking
6. Tackling
7. Line Play
8. End Play
9. Backfield Play
10. The Kicking Game
11. The Passing Game
12. The Running Game
13. Offensive Formations and Plays
14. Defensive Formations
15. Generalship
16. Signal Systems

No More Mud

By O. R. Barkdoll

Assistant State Director Health and Physical Education,
Department of Public Instruction, Springfield, Illinois

ONE of the Teachers' Colleges recently sent a questionnaire to their graduates in the field, requesting a list of pressing problems. MUD ranked number one on the list.

The problem may be solved this summer by using a material that is on no priority list. Natural-rock-asphalt deposits in Missouri and Kentucky supply a surfacing material that does not need heat treating, and consequently is less expensive than other types of black-top material. Parent Teachers Associations, Dad's and Service Clubs, through co-operation, solve the labor shortage problem for the construction work. Natural-rock-asphalt needs to be applied during warm weather, since it is rolled just as it comes from the freight car.

Not having been heat treated, the surface does not soften or become sticky on hot days. Its surface is black, but it is so solid that it will not discolor a volley ball, a tennis ball, or clothes. Many black-top courts that I have seen, discolor balls very quickly on hot days. Shuffle board discs easily glide over the smooth surface of this new material. Since it has not been heat-treated, it is very elastic and does not crack during freezing and thawing weather. During skating weather, a rim of snow around the court, a thin sheet of water, and a rink second only to that of the Coliseum is available.

Many playgrounds that have been covered with cinders or gravel in the past, are frequently in a suitable condition to cover with two inches of the asphalt. If the grounds are not level, of course, it is necessary to do some grading to remove the high spots and fill in the water holes to accelerate rapid drainage during every rain. New ground needs an application of two inches of crushed stone.

Rural, elementary, and high schools that do not have gymnasiums, are limited to a small selection of physical education activities during inclement weather. Those that are fortunate enough to have plenty of outdoor space can carry on a planned program practically every day of the year except when it is raining, if some all-weather play courts are constructed.

Centralia, Illinois, constructed an all-weather playground at one school in 1944. It proved to be such an asset that a court was built on every playground in the system in 1945. Future plans call for surfacing the entire playground areas of all the schools in that city.

On a recent visit south, every school playground I passed was unused because water was standing in many places. The

O. R. BARKDOLL, a graduate of the University of Illinois, received his master's degree at the University of Pittsburgh. Previous to his appointment in 1943 as assistant state director of health and physical education in the Illinois State Department of Education, he served as athletic director and coach in Illinois and Pennsylvania high schools. The accompanying article on surfacing playgrounds should be read with interest by administrators the country over.

weather was mild, the children were outdoors, but had to remain on the sidewalks. At Centralia, every black-top court was in use by crowds of youngsters until night-fall. Basketball, softball, marbles, hop-scotch, rope skipping, and touch football games were in progress.

Janitors like the all-weather surface because the children do not track mud and grit into the building. Teachers like it because wet shoes and clothing are no longer a problem during mild, but wet weather. During dry weather there is no dust. Parents like it because wear, tear, and dirt on shoes and clothes are lessened. Cuts and stone bruises from falls are practically eliminated. I asked the teachers if they could find one fault with the asphalt. They said it is practically trouble proof, but that they still have to bandage a few injuries, such as burns on knees and elbows from skidding along the surface. However, the number of injuries is much less than that which occurred on gravel or cinder playgrounds; the injuries are easier to treat, and they heal more rapidly.

The black surface seems to absorb and hold heat because snow melts on these courts before it melts on the ground or cement pavement. After a rain the surface dries more rapidly.

The physical education program is benefited greatly by the all-weather play area. In small schools enough volley-ball courts and basketball goals may be installed to accommodate the entire school during one period. The courts may be used immediately after a rain; after a snowfall the pupils are so anxious to use the courts that they gladly clear away the snow. Every activity offered in the gymnasium may be conducted on the asphalt court if proper equipment is supplied. The weather never gets too cold for children to enjoy basketball, if space and a ball are provided.

My home is four blocks from a school of five hundred pupils. Every evening, winter and summer, there are more youngsters in my back yard than on the school

playground because a surface, a goal, and a ball are available.

Outdoors is the proper place for the physical education program. During the instruction period it is our job to teach activities that children will enjoy practicing during their free time. Growing children need several hours of vigorous physical activity every day, and the all-weather play courts offer a quick solution while we are waiting for the post-war building program.

Let's Have More Six-Man Football

(Continued from page 16)

right. The half stops, just behind the line of scrimmage and throws a long diagonal forward pass to the left end. The left end hesitates on the line before starting in order to allow the defensive backs to be drawn to the right by the halfback's run. The center checks the defensive center then covers the pass in case of interception.

In spite of the liberal forward pass rules, the most essential part of the attack in six-man is the running game. The end run is considered the basic running play and is probably the strongest play in six-man football. It is shown in Diagram 6.

Line plunging is of very little importance in six-man football. The nature of the game discourages line plunges, but under certain conditions a quick opening play will gain considerable yardage. Such a play is shown in Diagram 7.

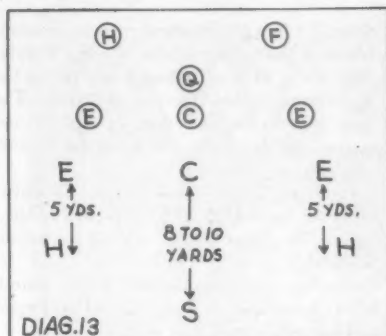
Some of the offensive formations used in six-man are shown in Diagrams 8, 9, 10, 11, and 12.

The offensive team may put the ball in play with four or five men on the line. The rules require that there be at least three men on the offensive line of scrimmage.

The wider goal posts—25 feet wide—and the lower crossbar—9 feet high—compared to 18 feet six inches wide, and 10 feet high for eleven-man, and the increased value of the field goal favor drop-kicks and place-kicks. The field goal in six-man scores four points, and a successful try-for-point through place- or drop-kick scores two points. A successful try through a completed pass, or by carrying the ball across the line, counts one point.

There are not many goals from the field in eleven-man because it takes no less than three field goals to overcome a seven point lead. Most eleven-man teams would rather gamble on a touchdown than a futile field goal. But, when two field goals may win the game 8 to 7, there is much more incentive to try the field goal.

The rules place no restrictions upon the position of the defensive players, except that they may not cross the line of scrimmage until the ball is snapped.



3-2-1 defense against the T formation.

The most common defenses in six-man football are the 3-2-1, the 4-2, the 3-3, and the 3-1-2. The 3-2-1 defense, as shown in Diagram 13, is the basic defense for six-man football.

Six-man football is the ideal game for boys. There is no sound reason why a football team should have exactly eleven men to a side. Eleven-man teams complicate the coaching, the reserve strength, and the cost of equipment. Eleven-man football is such a formidable undertaking that often a school hesitates to attempt it. A six-man team may be outfitted for a fraction of the cost of equipping an eleven-man team.

Six-man football makes it possible for a school to extend the football program to more boys.

Six-man football is a fast, rugged offensive game which is fun for the player.

Every player on the team may be a ball carrier. Every player on the team may receive forward passes. Every player on the team may throw forward passes. Every player has the opportunity to score. There are no drudgery positions such as guards and tackles. It is primarily an offensive game, when compared with eleven-man. Boys like to score! The game demands less robust players. Smaller boys may take part in it, boys who would never have a chance to play on an eleven-man team. It is more fun to practice. Passing, catching, kicking, and running with the ball are all fundamentals which players like to practice.

As a fitness activity, six-man football is tops. It is faster and more strenuous than the eleven-man game. It requires a limited time to develop plays, and formations. It is a body contact sport; it is safe; it is inexpensive; it is fun for the player; and it is the real thing.

Clinton County Memorial

(Continued from page 32)

memorial Association, a non-profit organization, was set up, and a board of directors, and trustees selected, so that plans could proceed for financing and building the additions to the park.



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New Films

(Continued from page 28)

West Point Championship Football

A SERIES of five 16mm sound reels with approximately 10 minutes' running time, each demonstrating the fundamentals of football as played by the great army team.

Every phase of the sport is shown in a thorough and clear manner. The films are divided into six closely related subjects. The first, Fundamental-Offense stresses the importance of warm-up exercises, stance, fundamentals of the charge, pulling out, the various blocks, such as shoulder, cross, body, reverse pivot, single and double blocks. Ball-handling receives its due importance, with stars such as Glenn Davis and Doc Blanchard the apt demonstrators.

Passing demonstrates protection for the passer, the receiver getting to the designated spot, and the pass defense, such as man-for-man, zone, combination of zone and man-for-man and the proper method of rushing the passer.

In the reel on kicking, the punt, place kick, the point-after-touchdown receive careful analysis.

Fundamental-Defense illustrates the live, side, head-on, and hip tackle, line formations and use of the hands. Each line position is shown in detail; for the end, how to float, drift, and use the hands. The tackle receives much valuable information on defense against a wing-back and end, avoiding a trap, trailing a play, follow-through, crashing, and charge. The necessity of the guard knowing the territory for which he is responsible, sub-marining, and getting the jump on the offense are clearly brought out. Not to be overlooked is the demonstration of the line working as a unit. All the mental problems connected with the secondary defense are stressed.

The final two reels Offensive Formations and Plays and Defensive Formations and Plays discuss the single wing, double wing, punt and T formations and the standard defenses.

The entire set of films is designed to teach the fundamentals thoroughly, impress players with the importance of conditioning and knowledge of the play and duties of each player as well as to enhance spectator appreciation and student-body support.

The films are presented by Association Films (Y.M.C.A. Motion Picture Bureau) and sell for \$150.00 for the complete set of five. In order to plan properly, because of scarcity of film stock, a 10 per cent discount will be allowed on all orders received by July 1, accompanied by a \$15.00 deposit. This makes an ideal senior class gift, or the money may easily be raised by a benefit showing to local townspeople or

by a gift through civic organizations. Information may be obtained by using the Ready Reference Buying Guide or writing direct to Association Films, 349 Madison Avenue, New York 17.

Coronet Instructional Films

CORONET Instructional Films have produced eleven excellent films on physical education with three more in the process of completion which will be ready for distribution on August 1st.

Matt Mann's Swimming Technique for Boys, 1 1/4 reels, sound, black and white or color, demonstrates the techniques of important swimming strokes by dry-land drills and slow-motion scenes in the water sequences.

Matt Mann's Swimming Technique for Girls, 1 reel, sound, black and white or color illustrates the crawl, back stroke, breast and butterfly strokes.

The Broad Jump, 1 reel, sound, black and white, under the personal supervision of Dean Cromwell, stresses the handling of the body, the hop, step and jump, and precautions to prevent injuries.

The High Jump, 1 reel, sound, black and white, also under the supervision of Cromwell, demonstrates the technique of side and belly roll in both regular- and slow-motion photography.

The Pole Vault, 3/4 reel, sound, black and white, another Cromwell supervised film, takes the student through all the important phases of the event.

Fundamentals of Basketball, 1 1/4 reels, sound, black and white, by Branch McCracken. Slow-motion photography is used to break down the various court techniques.

Volleyball for Boys, 1 reel, sound, black and white, by Lloyd Miller and Frank Overton, is one of the best instructional films in the field of physical education.

Tumbling Series in three films, beginning, intermediate, and advanced tumbling. Each is a one-reel picture in color as well as in black and white. The films are under the supervision of Dr. Karl Bookwalter of Indiana University and illustrate the entire repertoire of tumbling from the elementary rolls and cartwheel through the more difficult rolling kip, lift and toss to the advanced, the shoulder-straddle into assisted-forward-somersault and combinations. The "Beginning Tumbling" film is a completely remade edition of the earlier film of the same name.

Soccer for Girls, 1 reel, sound, black and white, or color produced at New Jersey State Teachers College under the supervision of Miss Marjorie Fish demonstrates the basic skill of this important part of the girls' athletic program.

Batting Fundamentals, 1 reel, sound, black and white, or color, is produced under the supervision of James Smilgoff, instructor at the Chicago Cubs Training Camps and coach of baseball at Taft High

School, Chicago. Smilgoff will be remembered as the author of the article, "Fundamentals of Batting" which appeared in the April issue of the *ATHLETIC JOURNAL*. The film covers the selection of a bat, the stance, the grip, the stride, swing, follow-through, and bunting.

Catching, 1 reel, sound, black and white, or color uses Mike Tresh as the subject and is also under the supervision of James Smilgoff.

Springboard Techniques, 1 reel, sound, black and white, or color, by Mike Peppe of Ohio State.

Simple Stunts, 1 reel, sound, black and white, or color, by Otto Ryser of Indiana University. Ryser collaborated with Dr. Bookwalter on the popular tumbling series. These last three films will be ready for distribution on the first of August. All of the films are produced on 16 mm.

For further information and prices use the Coaches Ready Reference Service Coupon, or write direct to Coronet Instructional Films, Glenview, Illinois.

Athletic Injuries, Their Prevention and Care

ATHLETIC Injuries, Their Prevention and Care is a 16 mm. color and sound, running time 35 minutes, film produced by Bauer and Black. The film is, as the title states, designed to cover thoroughly the various injuries and their prevention. The early sequences are devoted to calisthenics and football conditioning drills with discussions of articles of football equipment and the proper way to wear them.

Carl Erickson, veteran trainer at Northwestern University, illustrates the many tapings such as basket weave, butterfly, taping for shin splints, for the knee, internal lateral ligament strains, charlie horse, hip pointer, shoulder separation, bruised rib, sprained thumb, and others.

The film is designed to be shown to the entire squad and should go a long way in impressing upon the members the importance of reporting minor cuts and bruises as well as the correct way to block, tackle, and fall to prevent injuries.

Those coaches who must also act as trainers will find in this film a successful means of teaching the student managers to tape, thereby relieving the coach of some of his burdens. The film should be a "must" in all university and college physical education classes.

"Athletic Injuries, Their Prevention and Care" will be ready for distribution after the middle of July. There is no charge for the film, the only cost being the express charge in returning it.

Requests should be made for bookings of the film, listing three choices of dates for the showing, by writing to Bauer and Black, 41 West 25th Street, Chicago, Illinois, or by using the Coaches Ready Reference Buying Guide.

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Out of West Point's Michie Stadium comes an outstanding series of instructional films on the game of football. Produced with the assistance of notable football experts, the films show the U. S. Military Academy ARMY TEAM, considered by many the greatest football eleven of all time, in an exclusive demonstration of the fundamentals of football. Its first two teams, with their great All-American stars, Blanchard, Davis, Green, and featuring the brilliant generalship of quarterback Tucker, took time out from their heavy schedule to make the production of these films possible. They are now available to the coach of every high school and college.



Presented by Association Films (YMCA Motion Picture Bureau) and American Institute of Motion Pictures.

"WEST POINT CHAMPIONSHIP FOOTBALL" is a series of five integrated instructional films. Each film demonstrates specific phases of the game, with every play aptly interpreted by narration. It covers fundamentals of offense and defense; functions of the back-field, tackle, guard, and end; ball handling, passing, receiving, kicking, secondary defense, formations, plays, and conditioning exercises. Slow motion, stop motion, and optical effects serve to clarify assignment and execution of plays.



Imagine the players of your team watching Blanchard demonstrate how to crash through the line . . . Davis shooting a forward pass into the end zone! Consider the effectiveness of this instructional and incentive aid in bringing your team to championship form!

The cost of this series of five films is \$150
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THIS SUMMER

ARIZONA STATE COLLEGE

Flagstaff, Ariz., Aug. 11-16
Frank Brickley, Director
Staff: Jeff Cravath. Others to be announced.
See Adv. page 49. May issue.

BETHANY COLLEGE

Bethany, W. Va., Aug. 12-16
John Knight, Director
Staff: Frank Thomas, Lynn Waldorf
See Adv. page 52.

COLORADO HIGH SCHOOL COACHES ASSOCIATION

Univ. of Denver, Aug. 20-23
N. C. Morris, Director
Staff: Julius Wagner, Harold White, Foy French, Joe Davies, Fritz Brennecke, Marcus Covert.

FLORIDA, UNIVERSITY OF

Gainesville, Fla., Aug. 26-30
"Bear" Wolf, Director
Staff: University of Florida coaching staff

FREMONT COACHING SCHOOL

Fremont, Mich., Aug. 26-28
Lawrence J. Gotschall, Director
Staff: Buck Read, Benny Van Alostine, Charles Cummings, Bill Kelley, Forest England, Bunny Levitt.
See Adv. page 53. May issue.

GEORGIA HIGH SCHOOL COACHES ASSOCIATION

Georgia Tech. Dates to be announced.
Dwight Keith, Director
Staff: Frank Thomas, Rex Enright, Vernon Smith, Dixie Howell, Wilbur Hutzell.

HOLY CROSS COACHING SCHOOL

Worcester, Mass., June 24-28
Ox Da Grossa, Director
Staff: Ox Da Grossa, Ed McKeever, Steve Owen, Adolph Rupp, Frank Keaney, Doggie Julian, Jack Barry, Hop Riopel.
See Adv. page 38.

ILLINOIS HIGH SCHOOL COACHES ASSOCIATION

Champaign, Ill., Aug. 21-24
N. A. Ziebell, Director
Staff: Matty Bell, Ray Eliot, Burt Ingwersen, Harold Olson, Ray Meyer, Doug Mills, Wally Roettger, Leo Johnson, Ray Duncan.
See Adv. page 54.

INDIANA BASKETBALL COACHING SCHOOL

Logansport, Ind., Aug. 22-24
Cliff Wells, Director
Staff: Adolph Rupp, Ev. Case, Lorin Ellis, Charles Cummings, Wilbur Allen, C. A. McConnell, Bunny Levitt.
See Adv. page 56.

IOWA HIGH SCHOOL ATHLETIC ASSOCIATION

Templar Park, Spirit Lake, Iowa, Aug. 19-23
Lyle T. Quinn, Director, Boone, Iowa
Staff: Henry Iba, Everett Dean, Otto Vogel.
Football staff to be announced later.

KANSAS HIGH SCHOOL ATHLETIC ASSOCIATION

Wichita, Kans., Aug. 19-24
E. A. Thomas, Director, Topeka, Kans.
Staff: To be announced.

LOUISIANA HIGH SCHOOL COACHES ASSOCIATION

New Orleans, La., Aug. 5-10
John Brechtel, Director
Staff: Fritz Crisler. Others to be announced.

NEBRASKA HIGH SCHOOL ATHLETIC ASSOCIATION

Lincoln, Nebr., Aug. 13-16
A. J. Lewandowski, Director
Staff: To be announced.

NEW YORK STATE COACHING SCHOOL

Colgate University, Hamilton, N. Y., Aug. 26-31
Philip J. Hammes, Director
Staff: Howie O'Dell, Clarence Munn, Lew Andrus, Doug Mills, George Eastment.

OHIO HIGH SCHOOL COACHING SCHOOL

Waite High School, Toledo, Ohio, Aug. 9-16
Jack Mollenkopf, Director
Staff: Frank Leahy, Bernie Crimmins, Ed Krause, Paul Bixler, Carroll Widdoes, Ernie Godfrey.
See Adv. page 54. May issue.

OKLAHOMA COACHES ASSOCIATION CLINIC

Oklahoma City, Aug. 19-23
Leo K. Higbie, Director
Staff: Fritz Crisler, Ed McKeever.

TEXAS HIGH SCHOOL COACHES ASSOCIATION

Corpus Christi, Texas, Aug. 5-9
Bill Carmichael, Director
Staff: Dana Bible, Ray Eliot, Frank Kimbrough, Adolph Rupp.

UNIVERSITY OF ALABAMA

Tuscaloosa, Alabama, Aug. 22-24
Frank Thomas, Director
Staff: University of Alabama coaching staff and high school coaches.

UNIVERSITY OF COLORADO

Boulder, Colorado, June 14-18
Harry Carlson, Director
Staff: University of Colorado coaching staff.

UTAH STATE AGRICULTURAL COLLEGE

Logan, Utah, June 10-14
Dick Romney, Director
Staff: Frank Leahy, Hank Iba

WENTWORTH MILITARY ACADEMY

Lexington, Mo., Aug. 26-30
Capt. Chick Coleman, Director
Staff: George Halas, Henry Iba, Buddy Brothers, Chuck Taylor.
See Adv. page 47.

WESTERN PENNSYLVANIA FOOTBALL COACHES ASSOCIATION

Edinboro, Pa., Aug. 7-11
James F. Hyde, Director
Staff: Lynn Waldorf, Burt Ingwersen, Stu Holcomb, Ted Payseur.

WISCONSIN, UNIVERSITY OF

Madison, Wisc., Summer Session, June 24-Aug. 16
Dean of Summer Session, Director
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See Adv. page 69. March issue.

WISCONSIN HIGH SCHOOL COACHES ASSOCIATION

Madison, Wisconsin, Aug. 19-23
Harold F. Pollock, Director
Staff: Harry Stuhldreher and staff, Charley Bachman, Bud Foster and staff, Harold Olson and leading high school coaches.

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Early Conditioning for Football

(Continued from page 26)

- through this training program.
2. The fellow who does not may find himself passed up by the one who does.
3. Do not depend on your past record and the fact that you are already on the first team. Our past record and the caliber of the team this spring are not good enough, but the team this fall can be if you will it.
4. Work on the skills that you are going to need at your position, that is, do not waste time passing, kicking, etc. unless that is to be your job.
5. I prefer this type of program to throwing a ball around, running plays, etc.
6. A championship team, which we can, will, and must have, will depend on hard work, determination, "guts," speed, co-operation, drive and muscle.

We really mean business this year; will have no time for slackers.

Sincerely yours,
Fred L. O'Keefe,
Football Coach.

In order to judge the results of these suggestions, let us compare the situations which existed before and after these changes were instituted.

In 1943, the third year in which I coached at Schurz, I started the opening practice with a team of veterans whose football ability was such that I was highly optimistic over our chances of winning the north section championship. Before our second game, which was a crucial one, we had an injury list which included eleven of our first twenty-two men. We lost that game 12-6, and in addition lost the services of a valuable halfback for the rest of the season.

Although most of those injured subsequently returned to action, we lost during the course of the season four others who were out of play for one or more games.

One of these losses occurred the night before another crucial game. The loss of this boy turned out to be an important one, as his substitute made some mistakes which were potent factors in the loss (6-0). As it happened, had we won either of these two games, we would have tied for the

section championship. At no time during the 1943 season were we able to have the same starting line-up as that of any other game, and only three boys were in the opening line-up of all eight games.

In 1944, the season in which I put my new conditioning program into effect, I met on the opening day of practice, a squad most members of which were inexperienced. There was only one boy among them who had been a full-time regular in 1943, although several had played sometime during that season due to injuries to regulars. On the whole, however, there was but little cause for optimism, especially since the backs were very inexperienced.

Only one thing which might give cause for any fond hopes of optimism was apparent. That was the remarkably excellent condition in which the boys reported. To make a long story short, this team was a strong contender for the north section championship, losing only two games by one-touchdown margins. This team easily broke most of the scoring, yardage-gained, and defensive records made by any of the three previous teams. Only three injuries of any importance occurred all season and two were to "second stringers." None of the injuries occurred in games. All of them were of the freak variety and were in no way related to lack of condition. As the injury to the one regular happened in the



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final game, I had been able to start the same eleven boys in all games.

Essentially the same program for conditioning was in force last year with equally good results. That we were able to go through an undefeated season and tie for the city championship was due in no small measure to the fact that a group of highly talented boys were in good condition and able to play. Even a siege of sickness which struck our squad before the semi-final game had only a minor influence in impairing the team efficiency, and I believe that the excellent condition in which our boys kept themselves was a factor in fighting off the threat of disease.

In the formulation of a good football conditioning program, it is of some importance to give consideration to the type of exercises used. A fellow coach once said to me during an informal discussion on conditioning exercises: "Any activity which causes the body muscles to work is good." Unless we can determine that certain movements, such as deep-knee bends, duck walks, and squat-hops cause the body to work in unfavorable positions which place undue strain on the ligaments, the preceding statement may be conceded to be substantially true. I also believe it to be a provable fact that any boy who is strong and physically versatile has a decided advantage over those who are less so. While we must admit the desirability of all-around conditioning, an analysis of the movements necessary for football reveals certain specialized co-ordinations which demand more work on the part of some groups of muscles than others.

In order to determine, as nearly as possible, the relative requirements for furnishing football power or resistance on the part of the various muscle groups, let us try to analyze some of the actions a football player has to make; especially those in which he is trying to overcome the resistance of his opponents. The following six activities represent the fundamental contact situations of a football game. Although the relative positions of the players in any of these situations may vary greatly, I will analyze the movements as though the position were ideal for the player trying to make the particular play described.

1. Shoulder Block: This is an action in which the body is trying to force extension of every joint. The movements in the various joints are as follows:

Ankle—Depression
Knees—Extension from half-knee-bend position
Hips—Extension, abduction, and inward rotation
Trunk—Extension at moment of contact changing to flexion
Neck—Extension and lateral flexion
Shoulder—Elevation and upward rotation
Humerus—Abduction or sideward elevation

2. Cross-Body Block: In this block, some use is made of the momentum of the opponent in creating the force of impact, thereby making it necessary for the blocker to protect himself from the shock of impact as well as to apply force upon, and after, contact. The following is the probable analysis of the movement:

Outside ankle—Depression
Inside ankle—Usually leaves the ground, but action is primarily depression if contact with the ground is maintained
Outside knee—Extension
Inside knee—Extension
Outside hip—Extension, rotation and abduction
Inside hip—Flexion and abduction
Trunk—Lateral flexion on inside
Shoulder—Upward rotation at moment of impact, changing to downward rotation to combine with lateral flexion
Humerus—Abduction on side of block
Elbow—Extension in contact with the ground

3. Shoulder Tackle: At the moment of contact, the action is the same as in the shoulder block. As the arms grasp, they pull in against the force of the extending movements of the rest of the body to this extent:

Shoulder—Downward rotation and abduction
Humerus—Depression and adduction
Elbow and wrist—Flexion and inward rotation

4. Angle Tackle: This may be made from so many different angles that it defies analysis. Actually, it depends almost entirely upon timing impact so that the force of the impact is supplied mainly by the runner. After contact there is a strong hugging action combined with strong flexion and twisting action of the trunk. The joint action which is discernible in this is:

Hands and wrists—Flexion
Elbow—Flexion
Humerus—Adduction and depression
Shoulder—Adduction

5. Defensive Line Play: A defensive player has more freedom of possible action, but the situation which requires the most strength of movement is the one in which he has to work directly against the driving force of a blocker. In this case he employs essentially the same type of action as the blocker, except that he may use his hands and arms in a pushing action or his arms and shoulders in a lifting action.

6. Ball-Carrier: In his driving action, the ball-carrier is using essentially the same type of movement as the shoulder blocker, but he has the additional need of strong hip flexors to overcome the force of the tackler. The leg which is in contact with the ground, is, of course, in strong extension. Because he has to support his weight in a variety of positions, and also, because he has to protect himself (by muscular contraction) from the shock of impact applied from any direction, he needs all-around development of his hip and leg

muscles as well as extraordinary control and co-ordination of them. There is plenty of need for rotary movements of legs and trunk.

The actions just described are the most important ones from the standpoint of applying power. Actually, of course, a football player may be called upon for innumerable combinations of co-ordinate muscular action in shifting action, in protecting himself from the shock of falls in various positions, and in resisting attack from any and all directions, and involving all parts of the body. Primarily, it seems, power has its source in the extensor muscles, while all the muscles of the body must be prepared to protect and control.

In view of the preceding analysis of football movement, it therefore seems that any and all forms of exercise which are not harmful can do some good. The organization of our program would seem to be dependent upon the selection of activities and exercises that:

1. Tend to promote all-around development as a basic factor.
2. Train the organs of the body to do increased work, at faster speed for prolonged periods of effort.
3. Effect well-co-ordinated control of all parts of the body, and quicker reactions and adjustments to changing situations.
4. Include some extra emphasis on de-

veloping power in the basic movements of blocking, tackling, and ball-carrying maneuvers.

5. Eliminate unhygienic exercises and contact work after a point of fatigue has been reached.

6. Make efficient use of the time available for conditioning.

If these functions of the conditioning program may be accepted as reliable, certain recommendations may be in order. As I see these problems, I think that the purposes mentioned may best be fulfilled by the following means:

1. Include enough variety so that all of the muscles of the body will get some work to do. Select activities that tend to call for maximum effort and strength of each individual.
2. Include enough of the kind of activity that requires prolonged exertion, and gradually but continuously increase the period of exertion.
3. Encourage the boys to take part in an all-around sports program, suggesting especially that they engage in those sports which require quick reactions and adjustments, as well as complicated footwork, hand and eye co-ordination, competitive spirit, and particularly the combative wherein it becomes necessary for them to react in respect to the movements of their opponents.
4. To develop power in specific kinds of

movement, use drills that are closely related to the specific movement. For instance, to develop the driving power of backs, some coaches use a harness arrangement, whereby the back charges while his shoulders are held in place by a system of straps. I use a drill wherein, with the boys paired off, one boy of each pair is given a correct shoulder-block position against his partner's hip, while the partner, in turn reaches over his back and places his hands on the hips of the blocker. Both boys are in a crouched position with knees about half bent. At the signal "go," both push against each other. The whole squad may be worked on this simultaneously.

5. I am firmly convinced that deep-knee bends, squat-walking, and hopping cause an unnatural pull on the ligaments and tendons of the knee joints and are responsible for, or at least contributory factors to, many football knee injuries. In my own case, since I have eliminated these exercises, knee injuries have been practically nil; whereas, before I eliminated them, knee injuries were almost epidemic. I have also eliminated leg lifts from a reclining position and sit-ups, after an analysis of these movements proved to me that rather than being abdominal exercises, they were merely overworking the hip flexors and as a result causing an unusual pull forward of the lower spine. In time these could cause a sway-backed condition. Fi-

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nally, I have done away with long scrimmages as far as individual players are concerned, to make sure that no one is engaged in contact work after fatigue has set in. I am also constantly on the alert to detect fatigue condition in the players during games.

6. The best way for a coach to make sure that he has time for conditioning in his practice periods, is to organize his practice periods and plan a definite amount of time for early season conditioning and for warm-up during the rest of the season. Some coaches may feel that, since there is so much to do and so little time in which to do it, they must concentrate on the more important phases of the game. Bernie Bierman, the highly successful coach of Minnesota championship teams, in his book, *Winning Football*, says "Physical conditioning is not the final answer to injuries, but it is the most important." One solution to the problem of time is to develop time-saving devices for all phases of practice. For instance, I have practically eliminated the use of a tackling and blocking dummy be-

cause it took so long to put a large squad through a series of blocks and tackles one at a time. Instead, I have developed a series of blocking and tackling drills which follow naturally after the conditioning drill which I described earlier. This means that the whole squad is working simultaneously. It is possible to have combination drills which include elements of ball-carrying, blocking, and tackling all in the same drill. Some of these stunts and drills are illustrated in accompanying diagrams.

The following are my "pet" conditioning drills and exercises:

1. Plenty of running and "wind sprints"
2. Hopping on toe series:
 - a) on one foot (right and left)
 - b) stride hops
 - c) walk steps
 - d) on both feet (forward and backward)
3. Bouncing push-ups (push off the ground and clap)
4. Walking on all fours in all directions
5. Trunk curling
6. Paired off—push blocking
7. Chinning and rope climbing

Industrial Sports and Recreation

(Continued from page 22)

The athletic club fiscal year ends in April, with the annual athletic club banquet. The cost of this affair averages about three dollars per person, so every member gets his money back in food and entertainment even though he may not participate in any other part of the program.

The entire athletic club program is administered by officers, elected by ballot of the membership in April of each year, and they in turn appoint a representative committee.

The large, active group of anglers and hunters embraced within the athletic club membership is known as the Cleveland Graphite Bronze Waltonians. Its present membership includes 550 followers of the rod and gun, and they have just celebrated their eleventh anniversary. Membership in the athletic club is a prerequisite for membership in the Waltonians, where the dues are one dollar per year, also collected by payroll deduction. In this particular case, however, the company does not duplicate the dues for there has been no real need for funds.

The Waltonians are mainly people who like to hunt and fish, get together for yarn-swapping sessions to organize fishing and hunting parties, picnics, outings, and to hold an annual banquet. With ammunition available once more, skeet and trap shooting events are planned.

Two traditional money-raising events are held annually to supplement funds paid in by members as dues. In one campaign the club members sell tickets to the locally held American and Canadian Sportsmen's Show. The other money-

raising activity is the very popular Waltonians' annual raffle.

For this raffle an imposing list of prizes is offered. The first prize is generally a boat, outboard motors, or something of like value, and on down the list. Fifteen prizes are awarded. Tickets are printed and sold at ten cents each, three for twenty-five cents, or a book of twelve for one dollar. Each Waltonian is expected to either purchase two books or sell them to his friends. Some of the fellows are good salesmen and manage to sell sixty to seventy-five books. The prizes are displayed in the plant, and help to sell tickets. In addition, our employees' magazine helps with the promotion. And, in justice to our magazine, I should hasten to tell you that it spares no space in promoting all employees' activities. The drawing for the winners of the raffle is held at the annual employees' family picnic which takes place about two months after the raffle is begun.

The year's highlight for these sportsmen is the annual banquet. Our vice-president in charge of sales, patron saint of the Waltonians, and an able raconteur, is traditionally the master of ceremonies. He is Carl W. Johnson, a big game hunter and salt water fisherman. He has given several trophies to the Waltonians, and annually they look forward to seeing him at their banquet.

At this affair there is a special table for an exclusive group of about eight men called the Bull Shooters' Club. Two weeks before the banquet, the members of this group get together privately to conspire

against one of their fellows who is elected as the best "bull shooter" of the season. At the banquet, and after a windy presentation speech by the current holder of the bull shooters' medal, the unsuspecting victim who is to receive the "honor" is singled out, and presented with a "goofy" trophy. The new holder is then requested to deliver an acceptance speech.

Activities for women are also extensive, organized under the sponsorship of the Cleveland Graphite Bronze Girls' Club. The girls' club, in its twelfth year, has a membership of 800. Management follows the same policy in matching the dues collected from its members.

The girls' club sponsors athletic and social activities in which the members are interested, such as dances, card parties, theater parties, fashion showings, banquets, bowling and softball. A girl must be a member of the club in order to participate, and the dues are the same as in the athletic club for men.

The girls take an active interest in their program. They have thirty-eight bowling teams, comprising four leagues. Leagues are organized the same as for the men, and prize lists are established in the same fashion. In the summer of 1945, six softball teams completed the scheduled season. A banquet is given in honor of the winning team in this inter-department league.

The athletic club and the girls' club join

hands in promoting a gymnasium program, facilities being arranged for and obtained through the Cleveland Board of Education. A coach and a swimming instructor are a part of the program. One night each week these facilities are used exclusively by employees who are members of the clubs. They enjoy basketball, calisthenics, table tennis, checkers, tumbling, volleyball, track, swimming, and badminton. Some 40 men and women attend this program each week. Over a twenty-week season, 800 persons are accommodated. Of all of the recreation programs offered, this is one of the most constructive from the standpoint of physical fitness, as well as being the cheapest per capita.

The girls' club program is handled through its officers and a representative committee chosen by the officers. The officers are elected annually in November by ballot of the membership.

A variety of less spectacular, but well-patronized activities are carried on by both clubs.

Some activities are separately organized and financed, and participation does not depend upon membership in one of the main clubs. One of these organizations is the C.G.B. Camera Club. It has fifteen members, and meets every two weeks on the plant premises. Some of the sessions are devoted to portraiture, some to developing and finishing techniques, and

others to table-top studies, etc. Club outings are held four times each year.

We also go in for roller skating, and have had as many as 250 at one of these parties.

The annual employees' family picnic and the annual employees' family Christmas party are planned and executed jointly by the men's athletic club and the girls' club.

To efficiently correlate and direct these varied activities, a full-time recreation and employee service department is maintained by the company. This department is charged with the organization, promotion, and development of all activities, the purchase of club-owned supplies, preparation of schedules and programs, publicity for the events, provision of facilities, and management of funds. The department also adds stability and continuity to the recreation program.

Our program does not represent something phenomenal in growth, but is the result of steady, sound progress over a period of years. Our management has long been convinced of the soundness of the philosophy that a recreation program in industry, to be successful, must incorporate activities in which the employees have demonstrated their interest. Also, our management has learned by experience that employee interest in such a program will be greater if the employees share its cost and management.

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from here and there

(Continued from page 5)

and Braves, is to be the new baseball and hockey coach at Bowdoin. . . . Frederick M. (Fish) Ellis succeeds Lewis F. Manly as head football coach at Tufts College.

THE new athletic director and football coach at Lancaster, Ohio, High School is Barney Francis. Francis comes from Upper Arlington to replace Jack Dugger who resigned. . . . John Daggett, the Colby College football star, will coach Bangor, Maine, High School. . . . Tom Mullin will handle the golf team at Bay-side High School in New York City. . . . Tuffy Leemans has been appointed back-field coach to assist Neil Stakley at George Washington University.

HARVEYVILLE, KANSAS, High School will add six-man football to their athletic program this fall. . . . John Shada, director of athletics at Assumption College, Windsor, Ontario, will move across the border to take over his new duties as basketball coach at the University of Detroit. . . . When John Conway who coached at Chapman Tech of New London, Connecticut, for eighteen years resigned, Tom Flanagan was named his successor.

THE post-war building boom is under way with Salina, Garden City, and Great Bend, Kansas, all making preparations for new school buildings. . . . Youngstown, Ohio, will vote in the fall on a bond issue to provide a football stadium joined with a field house as a living war memorial. Rayen and South High each have stadiums seating approximately 10,000, but plan to use the new stadium with a seating capacity of 25,000. Youngstown College will likewise use the new field. The projected field house will seat 8,000.

GOOD news for golfers in the recent announcements by Wilson Sporting Goods Company and U. S. Rubber Company in national magazines that live natural rubber is again available for balls. A. G. Spalding and Bros. will soon announce in general magazines that the famous golf balls are again being made of live rubber. In this connection an interesting folder is being sent to coaches.

ROBERT REIHSEN resigned at De Kalb, Illinois, High School to become football coach at Bay City, Michigan. Van F. Howe, track coach at Illinois Wesleyan, resigned to take the football job at De Kalb, leaving at last reports, the track spot open at Wesleyan. . . . Eddie Tryon, former all-American at Colgate, and more recently director of physical education in Rutherford, New Jersey, will be head mentor when the Hobart College footballers take the field. . . .

Portland, Maine, High School will have a new athletic regime when Jimmy Fitzpatrick takes over as athletic director and acting football coach.

IN THE big city changes are being made with Bill Miles coaching the Bishop Loughlin track team, succeeding George Eastment when he stepped up to Manhattan College. . . . Upstate at Manlius, Jackie Fisher will be head football coach. Fisher comes from Edward Little High School in Maine. . . . At Argyle "Deac" Whitman succeeds Cy Williams

MAJOR "HANK" MAZUR, West Point football captain in 1942, will be head of the football and baseball programs in the Athletic Division of the E. T. O. . . . Charlie Solian, backfield coach at Colgate University, has been appointed head football coach at Franklin and Marshall College. . . . Col. Heinie Miller, who began his association with boxing in Milwaukee in 1903, is back at the University of Maryland as boxing coach. . . . Chink Coleman of Wentworth Military Academy expects a turnout of over three hundred coaches at his coaching school. Wentworth has a nice athletic plant and ample living facilities for the coaches.

BOB NEU, captain of the 1939 De Paul basketball team, coach of De Paul Academy, and a captain in the army, will return to his alma mater as freshman coach. . . . The Citadel has employed J. Quinn Decker as head football coach. When Decker left Centre College to accept the new post, Carl Anderson, assistant to "Bo" McMillin, resigned to go to Centre. . . . Joseph K. Rukenbrod of the Atlas Laboratories, Akron, Ohio, was football manager for three years at Ohio State. He served under Jack Wilce for two years and Sam Willaman for one year. . . . George Munger will have two new assistants this fall in John J. Shields, former coach at St. Joseph's High School and James Chandler, quarterback on the 1941 Penn. team. . . . Ray Abbott, former football and basketball coach at Springfield College, has been appointed athletic director at Adrian College.

THE Ohio High School Coaching School will present a new arrangement when they offer two all-star teams coached by two complete coaching staffs. Paul Bixler and his staff will handle one team while Frank Leahy and his assistants will tutor the other squad. For those coaches fortunate enough to have assistants, this school affords an excellent opportunity to learn how to co-ordinate the various duties. . . . Unless this next football year is different, there will be many changes to write about in the September issue. Send us any interesting information and best wishes for a happy summer.

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